

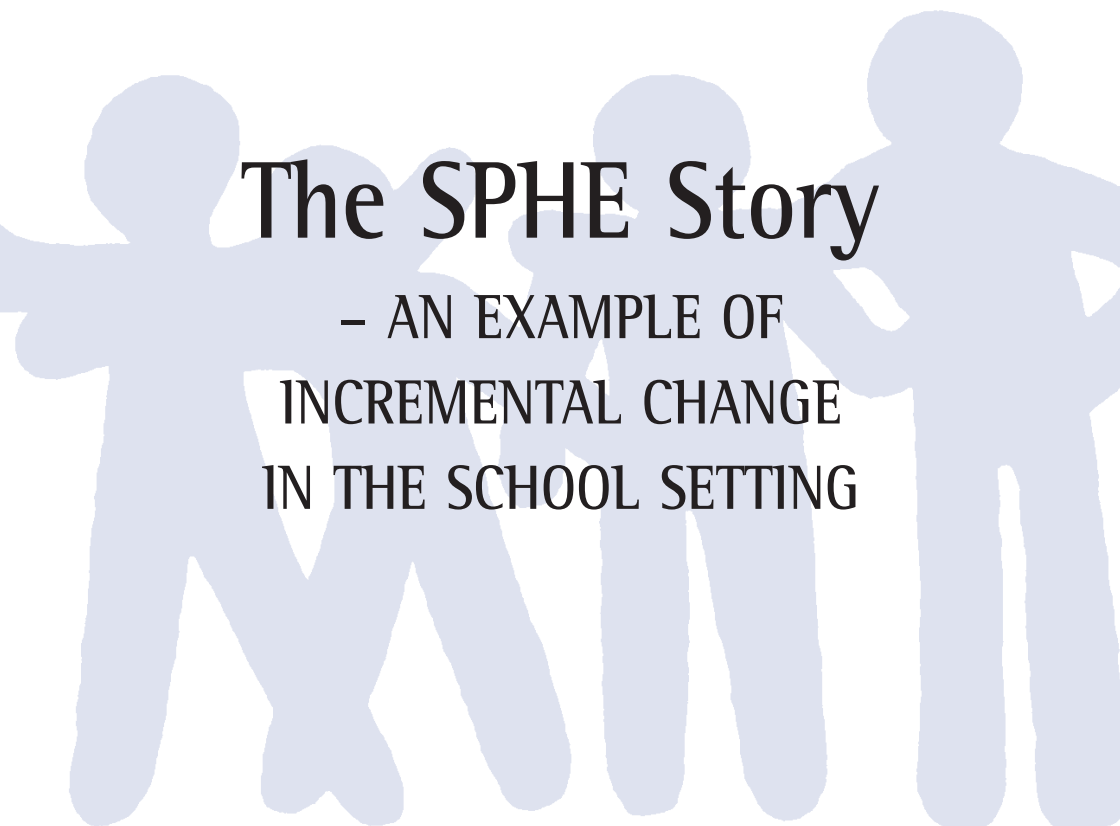
Social, Personal & Health Education

SUPPORT SERVICE

post primary

The SPHE Story

– AN EXAMPLE OF
INCREMENTAL CHANGE
IN THE SCHOOL SETTING



FOREWORD

The world in which we live presents young people with many opportunities and challenges that affect their health and well-being. As a society it is important to support young people in a holistic manner to develop high self-esteem and a sense of security to ensure they are better able to meet these challenges and opportunities. To this end The **World Health Organisation** is unquestioning of the role of schools and states that ‘an effective school health programme can be one of the most cost effective investments a nation can make to simultaneously improve education and health’¹.

The Education Act, 1998 places a responsibility on schools to ‘promote moral, spiritual, social and personal development of students and provide health education for them’. The SPHE Curriculum Guidelines for teachers advises that ‘a young person who has a high degree of self-worth, a sense of security and a positive self image will be more pre-disposed to school life and the variety of learning situations it offers’.

Shared belief in the importance of school as a setting for promoting health while enhancing educational attainment brought the Departments of Health and Children and Education and Science together in 2000 to establish the **Social, Personal and Health Education Support Service**. By introducing Social, Personal and Health Education (SPHE) schools are providing students with a unique opportunity to develop the skills and competence to learn about themselves, to care for themselves and others and to make informed decisions about their health, personal lives, and social development. Building on the aims of SPHE in the primary school, at post-primary level SPHE aims

- to enable the students to develop skills for self-fulfilment and living in communities
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision-making
- to provide opportunities for reflection and discussion
- to promote physical, mental and emotional health and well-being.

The health strategy **Quality and Fairness: A Health System for You** acknowledges that achieving full health potential does not depend solely on the provision of health services; partnerships which can influence the determinants of health are necessary

¹ http://www.who.int/school_youth_health/en/

to achieve health and social gain. The SPHE Support Service provides a model for this partnership approach; the expertise and resources of the health and education sectors have been brought together to provide a cohesive and comprehensive service to schools to support them in introducing SPHE. This report tells the story of the partnership journey so far.

The SPHE Story – An Example Of Incremental Change In The School Setting draws on material from three evaluation processes commissioned by the Support Service:

1. Implementation of SPHE at Junior Cycle - University of Limerick 2002
2. Report from the Review of Social Personal and Health Education at Junior Cycle by the SPHE Support Service, Post Primary - Rita Burtenshaw 2003
3. Review of Records of In-Service Training for Teachers of SPHE: February 2001 to April 2003 - David Millar 2003

The value of these evaluations is immeasurable in terms of the useful data that they provide for the on-going development of the SPHE Support Service; having dependable information on a range of related issues affecting SPHE implementation is crucial. The recently published **Review of the National Health Promotion Strategy 2004** has indicated that the success of the SPHE Support Service provides a model of partnership that merits replication across sectors and settings; this is evident in the feedback from schools presented in this report.

This is an important opportunity to thank all those persons who took the time to participate in these studies, giving of their time allows the Support Service to develop in a way that meets the expressed needs of relevant stakeholders.



*Mary Hanafin, TD
Minister for Education and Science*



*Sean Power, TD
Minister of State at the
Department of Health and Children*

THE SPHE STORY – AN EXAMPLE OF INCREMENTAL CHANGE IN THE SCHOOL SETTING

GENERAL INTRODUCTION

This report outlines the process of including Social, Personal and Health Education as a required part of the Junior Cycle programme for Post Primary schools in Ireland. It acknowledges that many schools have previously addressed this area of the curriculum by making timetabled provision for aspects of SPHE under such titles as Lifeskills, Pastoral Care or Social and Health Education. It acknowledges the significance of the decision by the Department of Education and Science to approve the SPHE curriculum for Junior Cycle (prepared by the National Council for Curriculum and Assessment) in 2000.

Based on three evaluation reports, this executive summary report traces progress in the implementing of SPHE between 2000 and 2003 and addresses:

- Background
- the introduction of SPHE (Junior Cycle curriculum)
- the review and evaluation process
- some findings
- conclusions

The three quotes below, taken from the first page of the curriculum document 'Junior Cycle Social, Personal and Health Education' (DES 2000) suggest that SPHE is central to the education process.

'The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, religious, social and spiritual development for personal and family life, for living in the community, and for leisure.'

'Out of this holistic vision of the person, which is at the heart of our understanding of education and health, emerges a growing recognition that the social, personal and health education offered to our young people is as important as any other area of the curriculum.'

'Social, personal and health education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives, and social development.'

For many years, schools have been aware of the need for SPHE and have been attempting to meet the needs of their students in this regard in a number of contexts and settings. Such efforts are to be lauded. Current developments do no more than attempt to apply a structure and coherence to that which was sometimes haphazard and 'hit or miss'. Here-in lies the challenge for schools.

SPHE demands space on the timetable. It also requires management and coordination sometimes involving a large number of teachers and a personal commitment to a facilitative process on the part of the individual teacher. It challenges traditional methods of teaching, of classroom management and of assessment. It challenges the traditional concept of the teacher as the 'source of all knowledge'.

Viewed in this context, developments in SPHE can be seen as both challenging and rewarding. The potential contribution to the life-long experience of students is very significant.

BACKGROUND

SPHE is not completely new. Its origins can be traced to the pastoral care/ tutorial system first popularised in the mid to late '70's. More structured health education initiatives followed in subsequent years and these developments are outlined in the following diagram:

Developments leading to the introduction of SPHE. Each of these developments included a teacher inservice training component:

1979 – North Western Health Board Life Skills Programme

*1990 – Cork Social and Health Education Project
(SHB in association with MWHB and SEHB)*

Social and Health Education

A one-year programme for Senior Cycle Pupils (Dorr and Lynch)

1991 – Department of Education and Science, Department of Health and Children, Mater Dei Institute

On My Own Two Feet – a substance abuse prevention programme

*1995 – Irish Network of Health Promoting Schools
(A pilot project as part of the European Network of Health Promoting Schools)*

*1995 – Relationships and Sexuality Education
Including Classroom Materials*

As a result of these initiatives, many schools were already implementing aspects of Social, Personal and Health Education (SPHE).

INTRODUCTION OF SPHE (Junior Cycle Curriculum)

In April 2000 the Department of Education & Science, (DES) issued a circular to Post Primary schools (M22/00) giving approval of the Social, Personal & Health Education (SPHE) Junior Cycle curriculum prepared by the National Council for Curriculum and Assessment (NCCA).

SPHE provides students with an opportunity to develop the skills and competence to learn about themselves, to care for themselves and others, and to make informed decisions about their health, personal lives and social development.

Its broad aims are to enable students to:

- Develop personal and social skills
- Promote self esteem and self confidence
- Develop a framework for responsible decision-making
- Provide opportunities for reflection and discussion
- Promote physical, mental and emotional health and well-being

Many aspects of contemporary life - such as substance misuse, the sexualisation of young people, pressures on family, self-harm, bullying, risk-taking, stress and suicide - point to the need for inclusion of a well-developed SPHE school programme, addressed through the curriculum in an age- and language-appropriate way.

The SPHE curriculum is spiral in nature, and is presented in ten modules, revisited year by year and growing in depth and relevance each time. Modules are

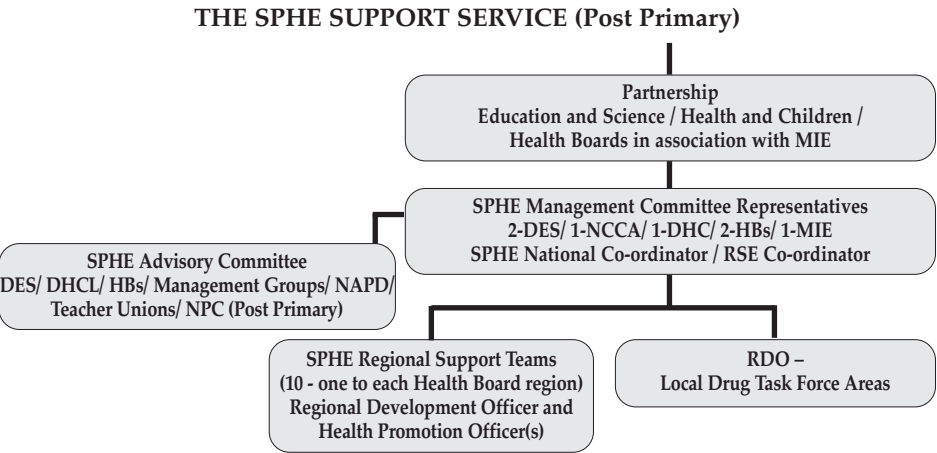
- Belonging and integration
- Self management
- Communication skills

- Physical health
- Friendship
- Emotional health
- Relationships and sexuality
- Influences and decision making
- Substance use
- Personal safety

SPHE SUPPORT SERVICE (Post Primary)

In September 2000 the Department of Education and Science and the Department of Health and Children, together with regional health boards, developed a support structure for SPHE. The SPHE Support Service was set up to assist teachers and schools in their endeavours to implement the new curriculum in a health promoting school context. The publication of the National Health Promotion Strategy 2000-2005 provided a health policy context for this partnership.

The SPHE Support Service is a partnership between the Department of Education and Science (DES), the Department of Health and Children (DHC) and the Health Boards (HB). There are 10 regional support teams, corresponding to Health Board areas, comprising Regional Development Officers (RDO) and Health Promotion Officers (HPO). This partnership arrangement formalised existing collaboration between regional health boards and post-primary schools in the implementation of health promotion and health education.



Teacher inservice training anchors the work of the Support Service. It is based on the SPHE curriculum and is participative and experiential. Additional services offered include:

- Assistance in SPHE Programme Planning
- Assistance with SPHE Policy Development
- School visits to SPHE teachers and principals
- Information Seminars for Whole Staff groups
- SPHE leaflets for staff
- Assistance with choosing and using resources
- Health Promoting Schools
- Promoting parent involvement / SPHE information leaflet for parents
- SPHE web site: www.sphe.ie

This service is supported by a management committee, the holding of regional and national meetings, and by a national team comprising a National Coordinator and National Administrator.

BROADER REMIT OF SPHE

The broader remit of SPHE includes its potential role in health promotion, in whole school policy, in cross-curricular linkages, and its relationship with the Health Promoting School (HPS) process. This review process examines how successful or otherwise the implementation of and support for SPHE has been from September 2000 to June 2003.

SPHE, Health Promoting Schools and whole school environment

The traditional medical model of health defined in terms of absence of disease has now been replaced with a more holistic interpretation, and SPHE is sited within this broader framework. 'Health education is the combination of planned social actions and learning experiences designed to enable people to gain control over the determinants of health and health behaviours, and the conditions that affect their health status and the health status of others' (WHO, 1991).

A number of schools were already involved in a Health Promoting School process before the implementation of SPHE. Ireland has been a member of the European Network of Health Promoting Schools since 1992. At the same time, some Health Boards had engaged schools in a process of becoming more health promoting.

‘The health promoting school aims at achieving healthy lifestyles for the total school population by developing supportive environments conducive to the promotion of health. It offers opportunities for, and requires commitment to, the provision of a safe and health-enhancing social and physical environment’ (WHO, 1993).

Ideally, then, SPHE is imbedded in a supportive whole school ethos that many see as key to its successful implementation. In such a supportive environment: ‘People feel valued, self-esteem is fostered, respect, tolerance and fairness are evident, high expectations and standards are promoted, support for those in difficulty, open communication is the norm, effort is recognised and rewarded, uniqueness and difference are valued, conflict is handled constructively, initiative and creativity are encouraged, social, moral and civic values are promoted’ (Department of Education and Science, Junior Cycle Social, Personal and Health Education, 2000).

SPHE and cross-curricular links

SPHE is also designed to link with other subject areas (e.g. Science, Home Economics, Physical Education, Religious Education, Civic, Social and Political Education (CSPE), Guidance). Considered essential for SPHE are methods for teaching and learning that are facilitative rather than didactic. The learning experiences provided by SPHE may also contribute positively to all successful learning in that a student with high self worth and esteem and a positive self-image will be better disposed to avail of what schools have to offer.

REVIEW / EVALUATION PROCESS

From the beginning of this new initiative it was considered important to track the progress of SPHE implementation in schools and the work of the support service. With this in mind, the SPHE Support Service (Post Primary) commissioned three elements of review.

The aims of the review process are:

- To assess the impact and effectiveness of Social, Personal and Health Education (SPHE) implementation at Junior Cycle post-primary school level
- To inform the development of the Support Service and ongoing school support needs
- To clarify and inform the effectiveness of the partnership between the Department of Education and Science, the Department of Health and Children and the Health Boards
- To clarify the ongoing support needs of the regional teams
- To illuminate good practice in supporting school implementation of SPHE
- To value and respect the work to date.

The findings are presented in three reports:

1. Implementation of SPHE at Junior Cycle - University of Limerick 2002
2. Report from the Review of Social Personal and Health Education at Junior Cycle by the SPHE Support Service (Post Primary) - Rita Burtenshaw 2003
3. Review of Records of In-Service Training for Teachers of SPHE: February 2001 to April 2003 - David Millar 2003

1) University of Limerick Report

‘Implementation of Social, Personal and Health Education at Junior Cycle’ a Report by the University of Limerick (UL), based on a quantitative survey of Post Primary schools in April 2002, presents the results from a countrywide survey into the implementation of Social Personal and Health Education (SPHE) in second level schools since its introduction in 2000.

2) Burtenshaw Report

‘Report from the Review of Social Personal and Health Education at Junior Cycle by the SPHE Support Service (Post Primary)’ by Rita Burtenshaw (2003) presents the results of a qualitative research process, based primarily on focus groups with Health Promotion Officers, Regional Development Officers, the SPHE Support Service Management Committee; interviews with regional support teams and the Regional Development Officer for local Drug Task Force schools; and telephone interviews with Health Promotion Managers/Directors of Health Promotion.

3) Millar Report

‘Review of Records of In-Service Training for Teachers of SPHE: February 2001 to April 2003’ by David Millar is based on Support Service evaluation records made available for a total of 259 in-service training sessions. It is based on both quantitative and qualitative data.

SOME FINDINGS

1. Assess the impact and effectiveness of Social, Personal and Health Education (SPHE) implementation at school level

a. Level of Implementation (2002)

The UL team sent questionnaires regarding implementation of SPHE to relevant staff in the country’s 750 post primary schools. There was a response rate of 48% from school principals, 48% from teachers/coordinators of SPHE and 29% from non-SPHE teachers.

Principal respondents by school type		
School Type	% Of all respondents	National Breakdown %
VEC / Community College	6	32
Community / Comprehensive	19	12
Secondary (all)	75	56
Total	100	100

67% of principals said that SPHE was offered in their school. A break down by type of school gives the following results:

School Type	Yes %	No %
Comprehensive	90	10
Community School	87	13
Vocational/Community College	82	18
Secondary – girls	79	21
Secondary – mixed	64	36
Secondary - boys	57	43

At the time of the UL Report, (spring 2002) there was a higher level of uptake of SPHE in First Year than in Second Year or Third Year. This was mainly due to the progressively expanding nature of the uptake. The number of schools introducing SPHE has been increasing year on year since its introduction, leading to the greatest numbers of participants in First Year (70%) as compared to Third Year, (46%). Most

participants had SPHE for one class a week, irrespective of year. In 75% of cases it was a stand alone subject, and in 20% of cases it was taught both as a specific subject and cross-curricular, at least in part.

There was a high level of awareness among principals and non-SPHE teachers of the existence of the SPHE Support Service in a general way, according to the UL report, but a rather low awareness of SPHE in detail. 36% non-SPHE teachers had little awareness, 54% had some awareness, and 10% were very aware - this finding is obviously relevant to whole school and cross-curricular policies.

(Appendix 1 gives more recent data, based on an internal survey conducted by the SPHE Support Service in spring 2004)

b) Level of Effectiveness

In terms of relevance of content to pupils' lives, SPHE scored well. Three out of four teachers in the UL report considered all the main themes as being very relevant to student lives. Relationships, sexuality and substance use were seen as most relevant and receiving the most attention. Self-management was not seen as quite so relevant; however, all categories were seen as important for inclusion. Nine out of ten teachers identified substance use as very relevant to the lives of pupils, and many felt there is a greater need for the development of knowledge, attitudes and skills in RSE as the students reach third year.

Burtenshaw respondents found it difficult to comment on the effectiveness of the implementation of SPHE due the difficulty in getting a clear picture of the variety of ways in which SPHE is offered at school level. This also made it impossible for them to be clear as to whether the challenging methodologies modelled during training are replicated in school.

However, some Burtenshaw respondents felt that teachers in disadvantaged areas often saw SPHE as an effective mechanism for the discussion of challenges faced by students.

c) Obstacles to Implementation

The obstacles identified by school principals to explain lack of implementation of the programme in their school were identified in the UL report as

- curriculum overload (90%)
- lack of time for coordination / planning (66%)
- staff feeling inadequately trained (45%)
- physical resources (19%)
- adequacy of SPHE school team (7%).

The UL report also offers an important perspective on implementation in discussing the nature of emerging subjects to the school curriculum. Typically the new subject is justified in terms of its utility to pupils, this being the dominant characteristic that determines its place on the timetable.

While students remain involved, the growing reputation of the subject begins to influence interest and the teachers of the subject gradually evolve into a professional body with established rules and values. Such teachers are often enmeshed in a battle to win support for their subject, which initially has to compete with examination subjects in terms of resource allocation and career prospects. The need to understand and support this process is vital to the successful implementation of SPHE as curriculum (UL).

d) School Management issues for SPHE

School principals said that in 50% of cases, teachers self-selected for the role of SPHE teacher. However, teachers themselves saw selection by principal as more dominant. The UL report concludes that the issue of SPHE teacher selection needs further research, with a more collaborative approach being more effective than authoritarian selection.

The UL data draws attention to the low participation rates among principals and deputy principals at management briefings on the subject of SPHE. UL comments that such low attendance is surprising (see later in this report), given that one expects the principal to have adequate knowledge of the programmes being implemented in their schools.

Also, expecting teachers to implement a new curriculum without the status/financial remuneration gives messages about the status of SPHE in the school, says UL, adding that a post of responsibility would also serve to raise the emphasis and status of SPHE.

Support teams responding to Burtenshaw confirm this. Lack of engagement in SPHE, they suggest, includes lack of status and reward; uncertainty about status because the SPHE coordinator is not a post of responsibility; fear by teachers that they could be pigeonholed and deal with more than their share of school problems. Burtenshaw found that some schools offered the role of coordinator as a post of responsibility; others gave time for coordination meetings.

Burtenshaw respondents see the appointment of a SPHE coordinator as vital to its success in delivery and integration within schools. Some teams saw such integration as crucial if specific SPHE messages were to be reinforced rather than contradicted in other subject areas. A national qualification in SPHE could be developed at undergraduate/postgraduate level, raising the status of the subject and providing hands on experience to teacher-training students.

e) Coordination

77% of responding principals in the UL Report said there is a SPHE coordinator in their school, but only 35% of these are designated a post of responsibility. In two thirds of schools, SPHE is coordinated by a teacher carrying out the role in their own time. One in four SPHE teachers / coordinators said it had not been their choice to teach the subject. Principals felt that approximately 50% teachers self-selected while 43% of teachers / coordinators felt they had some involvement in the selection process. Burtenshaw found that some teachers were sent rather than volunteering for training and that there were proportionally a large number of H.Dip. students and temporary or part-time teachers among SPHE teachers. This could lead to a high turnover and reduced status of SPHE within schools affecting its subsequent integration.

f) Timetabling

Timetabling pressures emerged as the most frequent comment by teachers when asked to elaborate on obstacles to SPHE implementation. Teachers used phrases such as 'pressure on timetable', 'timetabling - to fit in with exam subjects', 'pressure on timetable due to parents looking for some academic subject', 'lack of time for coordination/meetings', 'it loses importance because it is not an exam subject'.

Linking with its earlier point the UL report noted that as an emerging subject on the academic timetable, SPHE needs time to imbed itself into the curriculum and to acquire subject status, while noting that the themes of SPHE are of intense relevance to the mid-adolescent. Burtenshaw equally found that support teams consider timetabling issues to be a key reason for schools not engaging with SPHE. Teams cited excessive pressure on schools to fit academic and other 'valued' subjects into the timetable. The Support Service would welcome guidelines from the DES in relation to timetabling.

g) Gender-related Issues

Gender-related issues featured in terms of teacher training, school take up of SPHE and modules offered. As stated earlier it was found that mixed gender schools led the field in terms of uptake while boys' secondary schools fare least well at implementation of SPHE.

In terms of teachers attending in service training, there was a strong gender bias in favour of females. The Millar Report found that male teachers accounted for 17.1% of those receiving training, and were more likely to attend training in drug and substance misuse while being underrepresented in RSE and sexual health training. Responding to the figures regarding school type/implementation, the UL report noted that, while the relevance of the themes of SPHE are similar for boys and girls, the issue of gender needs attention. The relatively low take-up in single sex boys' schools, they say, raises significant questions because the dominant education practices appear to reinforce the construction of masculinity as strong, less communicative than girls and less in need of affective education.

The Burtenshaw report also commented that while SPHE at junior cycle is core, a number of schools have not yet engaged, mostly single sex boys' schools. (In February 2003 the Department of Education and Science advised schools that SPHE was to be a part of the Junior Cycle core curriculum from September 2003 (11/03). One Support Team considered workshops on mental health and suicide to be the most likely subjects these schools would attend. The broader subject of male involvement merited further investigation to develop further strategies.

2. School Support Needs

a) Views on teacher needs

Nearly 95% of SPHE teachers were aware of the Support Service. In terms of teachers attending training, the bias in favour of females has already been noted. Within the time scale of the Millar report, (Feb 2001-Apr 2003), training was provided to a total of 4,282 teachers, and almost nine out of ten were female.

The Support Service as cited in Burtenshaw report believed that training was successful because of high and repeat attendance and positive feed back from teachers. The team are confident in their skill and ability to provide complex challenging training up to a high standard, and provides a safe, supportive learning environment. Overall, they felt they were reaching a large number of teachers and providing a baseline of exceptionally high quality.

This is borne out by the Millar report where 93.6% of all participants rate their in-service training either 'excellent' (60.1%), or 'very good' (33.5%). Turning to SPHE coordinators in particular, 96.4% rated their training as 'excellent' or 'very good' in post-course evaluation. Where specific topics were concerned, 94% of participants voted RSE training as either 'excellent' or 'very good'; 93% of participants found the sexual health topics to be 'excellent' or 'very good'; while 92.3% of participants found the training with a focus on substance use either 'excellent' or 'very good'.

Of the teachers who received in-service training in excess of 90% felt they had received either 'some' or 'a lot' of help from the team to cope sufficiently with running the programme with 8% saying they had received 'no help' from the training (UL). The report doesn't say whether this minority looked for subsequent help. Specifically 62% felt that the inservice received was sufficient to teach SPHE, while 38% felt it was not (UL). In additional comments, some teachers felt they would have needed school visit(s) from Support Service team, more awareness devoted to course content and teaching methods during training and less time on SPHE philosophy. They reported a lack of help from the team in finding up to date relevant video material, as well as encountering difficulty with resource funding issues.

SPHE is taught using experiential or active learning methodologies requiring a facilitative teaching style and high student participation. Support teams were concerned about the degree to which these methodologies are used consistently and subsequently in the classroom. The curriculum places strong emphasis on the facilitative role of the SPHE teacher, a significant step for many to take - moving from teacher as instructor to teacher as facilitator of learning. Some SPHE teachers felt this transition from role of teacher to facilitator is the greatest challenge facing them (UL report).

Some support teams had similar concerns that the amount of training provided is not leaving teachers feeling competent and confident in the teaching methodologies recommended for SPHE. Some teams believed there were teachers implementing SPHE without any training. Teams felt that more training was needed for many teachers to deepen their confidence and skills, in that while a high number of teachers have been reached, the training itself is not sufficiently extensive to meet their needs. The UL Report commented given that teachers are expected to implement a new subject when they have had no formal input at degree level, it is unsurprising that some may feel inadequately trained.

b) Views on school management needs

The UL Report found that 65% of principals had not attended an information session since 2000 while 86% had not attended an inservice. Their data draws attention to the low participation rates among principals/deputy principals in SPHE briefings. UL commented that the role of the school principal is important in terms of allocating resources, including class time and teacher selection. This sends implicit messages about management support for SPHE or lack thereof.

The Support Service equally recognised the importance to SPHE of the unambiguous leadership of principals and vice principals. Where specific in-service training is offered to principals, there has been a very low attendance, Burtenshaw found. Teams felt logically that if principals do not attend training, their understanding of SPHE, the importance they attach to it, and their willingness to lead it and support it, could be reduced. Many teams felt a need to reconsider the best way to work with school leaders in the future.

Linking to earlier points regarding the role of the school principal in supporting SPHE, teachers commented about having to fight for time off to attend inservice and also having to sacrifice some free time to attend, with some school principals not allowing teachers to attend because of the problems associated with substitution. The need to allocate time for planning was also commented upon.

c) Whole-staff support

One in four non-SPHE teachers said they had been briefed by the Service (UL). Some support teams give a half or full day to whole school issues with the full staff.

Assembling a team within schools to work with coordination was seen as an enabling factor for SPHE. Burtenshaw's respondents saw providing information on SPHE to other teachers as important in supporting the SPHE coordinator and giving a 'taste' of SPHE to additional teachers.

d) Resources and Materials

Training and support has been offered to teachers in the areas of resources, methodology, curriculum content clarification, teaching skills and whole staff implementation. In-service and training in resources and methodology were most frequent, with support for teachers in relation to whole staff implementation less available. (UL)

In type of support received, 75% of teachers or coordinators of SPHE said they had received support around resources, 66% around methodology, 55% in curriculum content clarification, 51% in teaching skills, and 14% in whole staff implementation (UL).

The Support Services felt the resources at their disposal were excellent with SPHE Guidelines for Teachers, 'On My Own Two Feet' and material developed by the North Western Health Board receiving particular praise. However, teams felt the materials need updating, particularly for Third Year. There is a need for resources targeted for specific groups such as Travellers. In terms of resource development in general, there was a felt need to balance the provision of formal materials which would support teachers with current, accurate information. While using resource materials, teachers need to remain open to the value of the facilitative spirit and methodology of SPHE as happens spontaneously in the classroom (Burtenshaw).

e) SPHE Policy development in schools

A formal policy for SPHE is drawn up in less than half the schools teaching it. Respondents in both UL and Burtenshaw reports felt a SPHE school policy would be of benefit as a way of giving status to the subject.

The reports indicated a difference in perception of the Support Service role in assisting the formulation of SPHE school policy. Burtenshaw stated that all SPHE Support Service teams assist policy making in schools, particularly regarding RSE, substance use and bullying. Some teams offer advice, others facilitate the process of policy development. One team instigated a model of three meetings over six months. Many teams attach importance to policy-making as it enables them to engage with the full school community. However, the implementation of Article 43 of the National Drugs Strategy, requiring schools to adopt policies on substance use, creates problems in terms of timing in relation to other policy developments and the integration of this work into school plans (Burtenshaw).

Just over 20% of SPHE coordinators/ teacher respondents in UL report indicated that they had developed the SPHE policy in conjunction with the Support Service, with almost 80% stating the Support Service was not so involved. The UL report suggested that policy development and briefing work with school management are directions the SPHE Support Service might focus on in future development.

f) Programme Planning

Practical difficulties regarding planning often relate to securing sufficient time from school. Most support teams raised programme planning as an issue, feeling that SPHE school teams need more support in planning. Some teams see planning as part of HPS work (Burtenshaw). Similarly the broader issue of School Development Planning was raised, with the Support Service expressing the view that SPHE (and HPS) should be incorporated as quickly as possible into core features of plans, such as the school's vision, mission and aims (Burtenshaw). This report saw the need to support a school's emerging needs in implementing SPHE by creating strong links to School Development Planning and similar initiatives.

3. The effectiveness of the partnership

Overall, many Support Service teams say they are working well, having established both formal and informal local arrangements. Teams were convinced that the partnership, (between DES, DHC and Health Boards) was the necessary and appropriate mechanism to deliver the support. Many took the opportunity to acknowledge the work, expertise and enjoyment created by the partnership. Further, the Support Service felt that schools liked the partnership in giving one point of contact, integrated information and support. Respondents spoke of the remarkable level of agreement and cooperation achieved on most of the fundamental aspects of SPHE.

Teams felt supported by regional and national meetings, by the national office in terms of efficiency, constancy and responsiveness.

Support teams are aware they are drawing on national/international learning that has built up over time. They are satisfied with the models they are following.

The partnership between Health Boards and DES was evident also in teacher awareness of and exposure to both (UL report). Health Promotion Managers already linked with schools prior to the establishment of SPHE also felt its existence vindicates their work and enables them to reach a greater number of schools. (Burtenshaw).

However, Burtenshaw respondents did not underestimate the difficulties of creating a partnership between Health and Education given the differences in culture,

structures and work practices. Burtenshaw found wide variations in support teams structures, roles and relationships, in time spent on SPHE, in numbers of schools to be catered for, in levels of integration between RDOs and Health Boards, levels of cooperation between RDOs and HPOs, and levels of knowledge regarding other Support Teams. Not surprisingly, she concluded all this creates difficulties in building any sense of consistent national support service.

Many support teams felt the need for team development and support to clarify roles and relationships, voiced particularly by some HPOs who can struggle to differentiate between their SPHE work, HB role and work on HPS.

Burtenshaw interviews with the Support Service Management Committee also illustrated the tension between the health and education agendas in SPHE, with members with a background in health stressing links with the health promoting school process and those with an education background placing more emphasis on curriculum. The Management Committee holds the SPHE Support Service in very high esteem.

4. Support needs of the Regional Teams

The conclusions of the Burtenshaw report indicated that many of the partnership difficulties of the Regional Teams have their roots in Health Board/Department level and so need to be tackled there. At the level of Health Board Management, Health Promotion Managers see quality control and some standardisation as necessary for the future more structured development of SPHE. Meanwhile, the Management Committee also confirmed the teams' perception that final decision-making on SPHE strategy lies somewhat outside its remit, leading to a lack of clarity as to how teams can contribute their views into the decision making process. The Management Committee identifies a consolidation of the regional service, through sharing best practice, and clarifying the dynamic between health promoting school and curriculum as priorities going forward (Burtenshaw).

Recommendations regarding team support from team and management interviewees include the setting up of national guidelines to establish a level of standardisation regarding role clarity through core recommendations and guidelines while continuing to allow for individual team creativity. Some national guidelines could also capture the knowledge, experience and good practice of the service in general. Under general topic of 'support', the Burtenshaw respondents made a number of suggestions :

- Document current structures and practices
- Agree on certain core issues at national level/regional level
- Provide supervisor or external person to facilitate team building

- Consolidate regional service through sharing of best practice
- Provide more frequent, more structured regional meetings to clarify function and role-model best practice
- Establish agreed ground rules regarding national meetings
- Introduce into the total process (i) time for reflection (ii) debriefing after group work (iii) documenting good practice (iv) evaluating lessons learned/ experience of partnership .

5. Good practice in supporting school implementation of SPHE

The introduction of a mechanism to exchange good practice was mentioned by teams as a useful tool to support optimum implementation (Burtenshaw). National meetings currently provide the main forum in which good practice is shared. As has been stated, better organisation of meetings would encourage more sharing. Modelling appropriate practice in SPHE teacher training and creating links with other health/educational professionals was also mentioned as examples of good practice.

Respondents regularly referred to school based development work as good practice, so as to involve all staff and stakeholders. Other suggestions include making a space for SPHE as a subject on report cards and having a SPHE table at parent/ teacher meetings. Some Health Promotion Managers feel that to represent best practice, SPHE should be more closely integrated with HPS and whole school planning (Burtenshaw).

Some teams felt that lack of communication and, sometimes, rivalry between Health Boards inhibits the sharing of good practice, with some Health Board Managers acknowledging this could be the case.

a) Broader remit of SPHE

How SPHE is implemented in school is related to the whole-school work, cross-curricular links and health promoting school and these three dimensions are acknowledged both implicitly and explicitly in the reports.

‘Ideally schools would understand SPHE, be committed to it, see SPHE as an attitude of mind, have principal and deputy principal aware, supportive and committed to SPHE and designate one or more paid coordinator’ (Burtenshaw).

‘So, effective implementation of SPHE must be coupled with a high awareness of SPHE as health promotion, of cross-curricular links, of whole school development and of interactive methodologies and assessment. The extent to which these become integrated within teacher practices and pupil understanding is the real measure of the success of implementation’ (UL Report).

b) SPHE, Health Promoting Schools and whole school environment

There is a universal call for clarity regarding the relationship between SPHE and development of the health promoting school process. A lack of clarity concerning their mutual fit causes difficulty at many levels.

Many teams, particularly RDOs, felt that the relationship should be clarified at national level before the SPHE work and partnerships become compromised. Other teams found SPHE whole-school work an ideal vehicle to introduce the concept of HPS, with HPS clearly seen by some members as the next stage. As one HPO put it 'SPHE needs to move towards healthy schools, move past the curriculum and classroom and down the corridors and around the school'. A Health Promotion Manager described SPHE as a building block or cornerstone in the development of HPS.

Burtenshaw interviewees agreed that whole school work was vital to SPHE effectiveness. Support Service teams felt that whole school practice depends on what has already taken place in schools, with some schools doing more whole-school work than others. Support Service respondents in Burtenshaw noted that schools are increasingly seeking input for whole-school initiatives. More school-based work would stitch SPHE into schools.

More evaluation of the effectiveness of SPHE - with hopefully positive results - would aid the whole school approach to SPHE and help overcome obstacles, suggests Burtenshaw. For example, teachers of other subjects who give up timetable classes for SPHE would be more likely to be positively disposed to doing so if they were convinced of the success of the subject in meeting the needs of its students.

The challenge for SPHE, agrees the UL report, is to engage in continuous evaluation of the needs of students and in consistent consultation with teachers, parents and school management to ensure that the content remains relevant. Training may also be needed, it suggests, to offer SPHE coordinators a more specific focus in how to engage colleagues in critical discourse around whole school implementation of SPHE.

c) SPHE and cross-curricular links

Some Support Service teams felt that coordination of other subjects with SPHE does not take place due to lack of time allowed for planning, coordination and subject integration within schools. Having a post of responsibility would give the coordinators allocated time that may redress this problem (Burtenshaw). (See DES circular PPT 29/02).

School/cross curricular implementation would also be problematic where principals/management are not updated regarding SPHE and where there is little or no general awareness among staff.

How members of staff relate to students and each other will either enhance or undermine SPHE, says Burtenshaw. Some teams noted that teachers were increasingly using SPHE methods in media studies and Leaving Cert Applied, and felt that whole-school work will become increasingly important over time. The UL report notes from the comments of respondents that a variety of teachers have much to offer in support of SPHE and that many were willing to offer this support.

CONCLUSION

a) Progress

There has been considerable progress in implementing SPHE in Post Primary schools since formal inception. Evidence based on the three evaluation reports includes:

- Progress has been driven by a quality of commitment and cooperation from all the main players
 - Training in new skills and fostering a sense of commitment among SPHE teachers has been part of the success of the early implementation phase
 - Three out of four SPHE teachers saw the main themes in the SPHE curriculum as very relevant to their pupils' lives
 - Non-SPHE teachers have much to offer in support and many are willing to offer that support
 - SPHE teachers felt very positively disposed towards the Support Service
 - Equally the Support Service is very supportive of teachers attempting to implement the curriculum in their schools
 - The whole project represents a new and unique partnership between the Department of Education and Science, the Department of Health and Children and Health Boards
 - In terms of the quality of the partnership, most regional SPHE Support Service teams are working extremely well
 - Partners are convinced of the relevance of the partnership as the most effective way forward for SPHE
 - Support teams take a pride in their work. They provide a high quality service with, in many cases, very limited resources. They believe they are building upon and contributing to good practice
 - The Management Committee holds the SPHE Support Service in high esteem.

b) Challenges:

The professional development of teachers needs to be cognisant of:

- The absence of pre-service training for teachers of SPHE
- The gender balance of teachers of SPHE and how to engage more male teachers
- The challenges presented by teaching 'an enabling curriculum' and the programme planning and design that that implies
- The emphasis on affective teaching and personal development that are at the core of the SPHE curriculum

- The need to further clarify a process of assessment for learning that is integral to students' experience of SPHE.

Challenges for schools include:

- Finding time for SPHE in what is considered to be an already over-crowded curriculum
- Engaging interested teachers in committing to the subject and making provision for the in-career development of a sometimes large cohort of interested teachers
- Coordination of the SPHE programme in the school
- Consultation with students and parents re the school's SPHE programme
- Facilitate personal engagement of students with the SPHE curriculum.

Challenges for the SPHE Support Service (Post Primary) include:

- Continuing to be proactive and responsive to the needs of teachers of SPHE
- Integrating the whole-school implementation of SPHE with the Health Promoting School Process and with processes of planning and development that schools are currently engaged in. This included working collaboratively with other Support Services and initiatives
- Regularly reviewing the partnership between Education and Health to ensure that the resources of both address student needs and take account of reforms and developments in both sectors
- Exploring ways to engage more male teachers in SPHE.

We leave the last word to Rita Burtenshaw as she reflects on the process undertaken. 'As a consultant I have rarely encountered a group with such enthusiasm, commitment and passion. This is reflected in the range and detail of the views communicated. The need for greater clarity, cohesion, the capturing of good practice and planning identified by the review should be seen as a natural outcome of this level of innovative and creative activity. It is vital that the challenge be met in order to capitalise on the exceptional work undertake to date by all the partners involved.

Appendix 1

SPHE Implementation

School Survey by SPHE Support Service (spring 2004)

Response rate 79%

All Schools	1st. Yr. %	2nd. Yr. %	3rd. Yr. %
SPHE Timetabled	96	70	52
RSE as part of SPHE	79	60	42

Appendix 2

In the spring/summer terms of 2004 the SPHE teams consulted widely with members of school communities to gather their perspective on SPHE. Here are some responses:

Students:

Comments included: 'it matters in your life'; 'the way we get to express how we feel without people laughing at us'; 'I liked giving good comments to people'; 'no exams, more relaxed and laid-back'; 'SPHE is about us'.

Advice for the SPHE teacher included: listen; respect works both ways; be relaxed; explain what you are doing; if you don't know something admit it.

Aspects not liked included: only one class a week; lack of challenge; loud people interrupting; being asked questions.

Principals:

Aspects working well included: positive attitude of teachers and students; SPHE training improves the quality of SPHE in the school; much improved atmosphere in the school.

Aspects that are problematic include: timetable restrictions; no male teachers; class period too short; preparation time.

SPHE Coordinators:

Aspects of job enjoyed include: holistic education; programme content; getting to know a wide range of students; interacting with teachers.

Issues of concern include: time to plan; SPHE not valued by staff; teachers asked to teach it without SPHE training; large classes.

SPHE Teachers:

Aspects valued include: reflection and discussion on issues of human experience; more pastoral, personal, less academic; students enjoy it; more personally engaged and demanding; inservice is very supportive.

Issues of concern include: students perceive it as a doss class; some students dominating; time-management is needed; materials need to be upgraded.

**Oideachas Sóisialta,
Pearsanta agus Sláinte**

SEIRBHÍS THACAÍOCHTA

iarbhunscoile



Scéal OSPS

**– SAMPLA D'ATHRÚ
BREISÍOCH I DTIMPEALLACHT
NA SCOILE**

BROLLACH

Tá neart deiseanna agus dúshláin i saol an lae inniu a mbíonn tionchar acu ar shláinte agus ar leas na ndaoine óga. Tá sé tábhachtach don sochaí tacaíocht a thabhairt do dhaoine óga ar bhealach iomlánaíoch lena bhféinmheas agus a muinín a fhorbairt ionas go mbeidh siad níos cumasaí ina ndéileáil leis na dúshláin agus deiseanna seo. Chuige seo, níl aon cheist ag an **Eagraíocht Dhomhanda Sláinte** maidir le ról na scoileanna agus deireann siad 'go bhféadfadh clár sláinte éifeachtach scoile a bheith ar cheann de na hinfheistíochtaí is costéifeachtaigh a bheadh ag náisiún chun oideachas agus sláinte a fheabhsú ag an am céanna'¹.

Tá freagracht ar scoileanna de bharr **An Acht Oideachais, 1998** 'forbairt mhórálta, spioradálta, sóisialta agus pearsanta na scoláirí a chothú agus oideachas sláinte a chur ar fáil dóibh'. Tugtar comhairle i dTreoirínte Curaclaim OSPS na múinteoirí 'go mbeidh duine óg le hardleibhéal mórtais, muiníne agus féin íomhá dearfach níos dírithe ar shaol scoile agus ar na deiseanna foghlama éagsúla a chuireann sé ar fáil.'

Tháinig An Roinn Sláinte agus Leanaí agus an Roinn Oideachais agus Eolaíochta le chéile i 2000, de bharr iad a bheith ar aon intinn maidir le tábhacht na scoile mar shuíomh do chothú sláinte agus feabhsú ábaltachta oideachais, chun an **tSeirbhís Tacaíochta Oideachais Sóisialta, Pearsanta agus Sláinte** a bhunú. Trí Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) a chur ar fáil, tugann scoileanna deis ar leith do dhaltaí scileanna agus inniúlacht a fhorbairt chun foghlaim fúthu féin, chun cúram a ghlacadh dóibh féin agus daoine eile agus cinnidh meáite a dhéanamh maidir lena sláinte, saol pearsanta agus forbairt shóisialta. Ag cur le haidhmeanna OSPS san mbunscoil, tá sé mar aidhm ag OSPS ag an leibhéal meánscoile

- cur ar chumas na scoláirí scileanna a fhorbairt i leith féinshástachta agus le cónaí i bpobail
- féinmheas agus féinmhuinín a chothú
- cur ar chumas na scoláirí creat a fhorbairt le cinnidh stuama a dhéanamh
- deiseanna a chur ar fáil le haghaidh machnamh agus plé
- sláinte fhisiciúil, mheabhrach agus mhothúcháinach maraon le féin leas a chothú.

Glacann an straitéis sláinte **Quality and Fairness: A Health System for You** leis, nach mbrathann baint amach cumas iomlán sláinte ar sholáthar seirbhísí sláinte amháin; tá comhpháirtíochtaí a bhfuil tionchar acu ar chinnidh sláinte riachtanach chun leas sláinte agus sóisialta a ghnóthú. Cuireann an tSeirbhís Tacaíochta OSPS múnla don chur chuige comhpháirtíochta seo ar fáil; tá saineolas agus acmhainní na rannóga sláinte agus oideachais tugtha le chéile chun seirbhís comhtháite agus

¹ http://www.who.int/school_youth_health/en/

cuimsitheach a chur ar fáil do scoileanna chun cabhrú leo OSPS a fheidhmiú. Insíonn an tuairisc seo scéal an turais comhpháirtíochta go dtí seo.

Tá **Scéal OSPS – Sampla d’Athrú Breisíoch i dTimpeallacht na Scoile** bunaithe ar ábhar ó thrí phróiseas meastóireachta a ndearna an tSeirbhís Tacaíochta coimisiúnú orthu:

1. Feidhmiú OSPS ag an Sraith Sóisearach – Ollscoil Luimnigh 2002
2. Tuairisc ón tSeirbhís Tacaíochta OSPS ar Athbhreithniú an Oideachais Sóisialta, Pearsanta agus Sláinte ag an Sraith Sóisearach, Iarbhunscoile – Rita Burtenshaw 2003
3. Athbhreithniú ar Thaifid Oiliúna Inseirbhíse Múinteoirí OSPS: Feabhra 2001 go dtí Aibreán 2003 – David Millar 2003

Níl a fhios céard is fiú é luach na meastóireachtaí seo ó thaobh na sonraí úsáideacha a sholáthraíonn siad d’fhorbairt leanúnach na Seirbhíse Tacaíochta OSPS; tá eolas gur féidir brath air faoi raon gnéithe bainteacha a bhfuil tionchar acu ar fheidhmiú OSPS riachtanach. Léiríonn **Review of the National Health Promotion Strategy 2004** a foilsíodh le déanaí go soláthraíonn rathúlacht na Seirbhíse Tacaíochta OSPS múnla comhpháirtíochta a bhfuil fiúntas cóipeála ann do rannóga agus timpeallachtaí; tá sé seo le feiceáil san aiseolas ó scoileanna atá ar fáil san tuairisc seo.

Is deis thábhachtach atá anseo le buíochas a ghlacadh leis na daoine a thug a gcuid ama le bheith páirteach sna staidéir seo, cuireann an t-am a thug siad ar chumas na Seirbhíse Tacaíochta forbairt ar bhealach a dhéanann freastal ar na riachtanais a léirigh páirtithe leasmhara cuí.



*Mary Hanafin, TD
An tAire Oideachais agus Eolaíochta*



*Sean Power, TD
An tAire Stáit
leis an Roinn Sláinte agus Leanaí*

SCÉAL OSPS – SAMPLA D'ATHRÚ BREISÍOCH I dTIMPEALLACHT NA SCOILE

RÉAMHRÁ GINEARÁLTA

Léiríonn an tuairisc seo an phróiseas lena n-áirítear Oideachais Sóisialta, Pearsanta agus Sláinte (OSPS) mar chuid riachtanach de chlár an Teastais Shóisearaigh d'Iarbhunscoileanna in Éirinn. Aithníonn sé go raibh go leor scoileanna i mbun an phíos seo den churaclam cheana féin trí ghnéithe OSPS a bheith ar an amchlár acu faoi chinnteidil ar nós Scileanna Saoil, cúram tréadach nó Oideachas Sóisialta agus Pearsanta. Aithníonn sé tábhacht chinneadh na Roinne Oideachais agus Eolaíochta an curaclam OSPS a cheadú don Teastas Sóisearach (ullmhaithe ag an gComhairle Náisiúnta Curaclaim agus Measúnachta) i 2000.

Bunaithe ar thrí thuairisc meastóireachta, feiceann an tuairisc achomair seo dul chun i bhfeidhmiú OSPS idir 2000 agus 2003 agus díríonn sé ar:

- Cúlra
- feidhmiú OSPS (Curaclam na Sraithe Sóisearaí)
- an próiseas athbhreithnithe agus meastóireachta
- roinnt torthaí
- torthaí

Tugann na trí chomhartha athfhríotail thíos, a tógadh as chéad leathanach an doiciméid churaclaim ' Oideachas Sóisialta, Pearsanta agus Sláinte na Sraithe Sóisearaí' (An Roinn Oideachais agus Eolaíochta 2000) le fios go bhfuil OSPS ina chuid lárnach den phróiseas oideachais.

'Aidhm ghinearálta an oideachais ná cuidiú le forbairt ghnéithe uile an duine aonair, ar a n-áirítear forbairt aeistéitice, chruthaitheach, chultúrtha, mhothúchánach, intleachtúil, mhorálta, fhisiciúil, pholaitiúil, chreidimh, shóisialta agus spioradálta don saol pearsanta agus do shaol an teaghlaigh, chun cónaí sa phobal agus mar áis don fhóillíocht.'

'As an bhfís iomlánaíoch seo den duine, atá ina cuid lárnach dár dtuiscint ar oideachas agus sláinte, a eascraíonn méadú aitheantais go bhfuil an tábhacht céanna leis an oideachas sóisialta, pearsanta agus sláinte a chuirtear ar fáil don óige agus atá le haon réimse eile den churaclam.'

'Tugann oideachas sóisialta, pearsanta agus sláinte (OSPS) deis ar leith do dhaltai scileanna agus inniúlacht a fhorbairt chun foghlaim fúthu féin, chun cúram a ghlacadh dóibh féin agus daoine eile agus cinnidh mheáite a dhéanamh maidir lena sláinte, lena saol pearsanta agus lena bhforbairt shóisialta.'

Thuig scoileanna, le fada, go raibh gá le OSPS agus iad ag iarraidh freastal ar riachtanais na ndaltaí sa réimse seo i gcásanna agus I gcomhthéacsanna éagsúla. Tá moladh tuilte ag na hiarrachtaí seo. Níl ach iarracht sna forbairtí reatha chun struchtúr agus soiléireacht a thabhairt don rud a bhí fánach agus déanta ar nós chuma liom. Is anseo a luíonn dúshlán na scoileanna.

Teastaíonn am ar an amchlár ón OSPS. Tá gá le bainistiú agus comhordú freisin agus amanna, theastódh líon mór múinteoirí agus tiomantas phearsanta ón múinteoir féin do phróiseas áisiúil. Dúshlán é do na modhanna traidisiúnta teagaisc, do bhainistiú sa seomra ranga agus do mheasúnú. Tugann sé dúshlán choincheap thraidisiúnta an mhúinteora mar ‘ fhoinsé uile an eolais’.

Ag féachaint air sa chomhthéacs seo, d’fhéadfadh forbairtí OSPS a bheith dúshlánach agus tairbheach. Tá ionchur féidearthachta an-mhór anseo do thaithí saoil na scoláirí.

CÚLRA

Níl OSPS go hiomlán nua. Tá a bhunús le feiceáil sa chúram tréadach/córas teagascóireachta a bhí coitianta ó lár go deireadh na 70adaí. Bhí tionscnaimh oideachais sláinte níos struchtúrtha ann sna blianta ina dhiaidh sin agus léirítear na forbairtí seo sa léaráid a leanann:

Forbairtí i leith bunú OSPS. Bhí gné oiliúna inseirbhíse múinteoireachta i ngach ceann de na forbairtí seo:

1979 – Clár Scileanna Saoil Bhord Sláinte an Iarthuaiscirt

*1990 – Tionscnamh Oideachais Shóisialta agus Shláinte Chorcaigh
(B. Sl. an D. i bpáirt le B. Sl. an I.L. agus B. Sl. An O.D.)*

Oideachas Sóisialta agus Sláinte

Clár aon bhliana do dhaltaí an Timthrialla Shinsearaigh (Dorr agus Lynch)

*1991 – An Roinn Oideachais agus Eolaíochta, An Roinn Sláinte agus Leanaí,
Mater Dei Institute*

On My Own Two Feet – clár cosantach i leith mí-úsáid substaintí

*1995 – Líonra Éireannach na Scoileanna Cothaithe Sláinte
(Tionscnamh píolótach mar chuid de Líonra Eorpach na*

Scoileanna Cothaithe Sláinte)

*1995 – Oideachas Caidrimh agus Gnéasachta
Ábhar Ranga san áireamh*

Mar thoradh ar na tionscnaimh seo, bhí go leor scoileanna cheana féin ag cur gnéithe den Oideachas Sóisialta, Pearsanta agus Sláinte (OSPS) i bhfeidhm.

BUNÚ OSPS (Curaclam an Timthrialla Shóisearaigh)

In Aibreán 2000, d'éisigh an Roinn Oideachais agus Eolaíochta ciorclán ar na hIarbhunscoileanna (M22/00) ag ceadú an Churaclaim Shóisearaigh san Oideachas Sóisialta, Pearsanta agus Sláinte, (OSPS) a bhí réitithe ag An Chomhairle Náisiúnta Um Mheasúnú ar an gCuraclam (CNCM).

Tugann oideachas sóisialta, pearsanta agus sláinte (OSPS) deis ar leith do dhaltaí scoileanna agus inniúlacht a fhorbairt chun foghlaim fúthu féin, chun cúram a ghlacadh dóibh féin agus daoine eile agus cinnidh mheáite a dhéanamh maidir lena sláinte, lena saol pearsanta agus lena bhforbairt shóisialta.

Na móraidhmeanna atá aige ná deis a thabhairt do dhaltaí:

- Scileanna sóisialta agus pearsanta a fhorbairt
- Féinmheas agus féinmhuinín a chothú
- Creat a fhorbairt do dhéanamh cinnidh stuama
- Deiseanna a chur ar fáil le haghaidh machnaimh agus plé
- Sláinte fhisiciúil, mheabhrach agus mhothúcháinach, maraon lena leas féin, a chothú.

Léiríonn go leor gnéithe den saol comhaimseartha – ar a n-áirítear mí-úsáid substaintí, gnéasacht ar an óige, brú ar an teaghlach, féindhochar, bullaíocht, tógáil seansanna, strus agus féinmharú go bhfuil gá le OSPS dea-chumtha ar chlár na scoile a chuirfí i bhfeidhm tríd an gcuraclam ar bhealach cuí ó thaobh aoise agus teanga de.

Tá leagan amach bíseach ar an gcuraclam OSPS, le deich modúl a scrúdaítear ó bhliain go bliain agus borradh fáis agus ábharthachta air gach uair. 'Siad na modúil ná

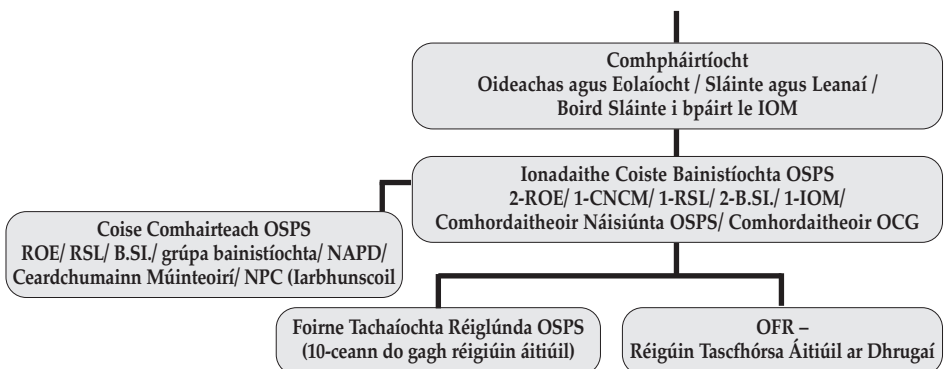
- Páirtíocht agus Imeascadh
- Féin-stiúradh
- Scileanna cumarsáide
- Sláinte fhisiciúil
- Cairdeas
- Sláinte mhothúchánach
- Caidrimh agus Gnéasacht
- Tionchair agus déanamh cinnidh
- Úsáid substaintí
- Sábháilteacht phearsanta.

SEIRBHÍS TACAÍOCHTA OSPS (Iarbhunscoil)

I Meán Fómhair 2000, rinne An Roinn Oideachais agus Eolaíochta agus An Roinn Sláinte agus Leanaí, maraon le boird sláinte réigiúnda, forbairt ar struchtúr tacaíochta don OSPS. Bunaíodh Seirbhís Tacaíochta OSPS chun cabhrú le múinteoirí agus scoileanna ina n-iarrachtaí an curaclam nua a chur i bhfeidhm i gcomhthéacs scoil chothaithe sláinte. Chuir foilseachán na Straitéise Chothaithe Sláinte Náisiúnta 2000-2005 comhthéacs polasaí sláinte ar fáil don chomhpháirtíocht seo.

Is comhpháirtíocht í an tSeirbhís Tacaíochta OSPS idir An Roinn Oideachais agus Eolaíochta, An Roinn Sláinte agus Leanaí agus na Boird Sláinte. Tá 10 bhfoireann tacaíochta réigiúnda ann ag freagairt do réigiúin na mBord Sláinte ar a bhfuil Oifigigh Fhorbartha Reigiúnda (OFR) agus Oifigigh Chothaithe Sláinte (OCS). Rinne an socrú comhpháirtíochta seo foirmiú ar an gcomhoibriú a bhí cheana féin idir na boird sláinte réigiúnda agus na hiarbhunscoileanna, ó thaobh cothú agus oideachas sláinte a chur i ngníomh.

AN SEIRBHÍS TACAÍOCHTA OSPS (Iarbhunscoil)



Daingníonn oiliúint inseirbhíse múinteora obair na Seirbhíse Tacaíochta. Tá sé bunaithe ar churaclam OSPS agus tá sé rannpháirtíoch agus trialach. Seirbhísí breise atá ar fáil ná:

- Cabhair do Phleanáil Cláir OSPS
- Cabhair do Fhorbairt Polasaí OSPS
- Cuairt scoile ar mhúinteoirí agus príomhoidí OSPS
- Seimineáir eolais do ghrúpaí Foirne Iomlán
- Bileoga eolais OSPS don fhoireann
- Cabhair le roghnú agus úsáid acmhainní
- Scoileanna Cothaithe Sláinte
- Comhpháirtíocht tuismitheora a chothú / bileoga eolais OSPS do thuismitheoirí
- Suíomh idirlín OSPS: www.sphe.ie .

Faigheann an tseirbhís seo tacaíocht ó choiste bainistíochta, ó chruinnithe reigiúnda agus náisiúnta agus ó fhoireann ar a bhfuil Comhordaitheoir Náisiúnta agus Riarthóir Náisiúnta.

TÉARMAÍ TAGARTHA OSPS

I measc téarmaí leathana tagartha OSPS tá a ról féidearthachta i gcothú sláinte, i bpolasaí scoile uile, i nascanna traschuraclaim agus an chumarsáid le próiseas na Scoile Chothaithe Sláinte (SCS). Scrúdaíonn an próiseas athbhreithnithe seo chomh rathúil nó eile agus a bhí feidhmiú agus tacaíocht OSPS ó Mheán Fómhair 2000 go Meitheamh 2003.

OSPS, Scoileanna Cothaithe Sláinte agus timpeallacht uile na scoile

Bhíodh an tsamhail leighis thraidisiúnta i gcúrsaí sláinte sainithe mar easpa galair roimhe seo ach anois tugtar forléiriú níos iomláine uirthi, agus tá OSPS mar chuid den chreat níos leithne seo. ‘Meascán de ghníomhaíochtaí sóisialta pleanáilte agus taithí foghlamtha é an t-oideachas sláinte a dearadh le go mbeadh smacht ag daoine ar fhachtóirí agus iompraíochtaí sláinte, agus ar na coinníollacha a mbeadh tionchar acu ar a stádas sláinte agus stádas sláinte daoine eile’ (An Eagraíocht Dhomhanda Sláinte, 1991).

Bhí roinnt scoileanna páirteach sa phróiseas Scoileanna Cothaithe Sláinte roimh fheidhmiú OSPS. Tá Éire mar bhall de Líonra Eorpach na Scoileanna Cothaithe Sláinte ó 1992. Ag an am céanna, bhí scoileanna páirteach sa phróiseas cothaithe sláinte breise trí chabhair na mBord Sláinte.

‘Tá sé mar aidhm ag an scoil chothaithe sláinte stíl bheatha sláintiúil a bheith ag daonra uilig na scoile, trí thimpeallachtaí tacaíochta a fhorbairt a bheadh cuiditheach i gcothú sláinte. Cruthaíonn sé deiseanna agus éilíonn sé tiomantas ar

thimpeallacht shóisialta agus fhisiciúil, a bheadh sábháilte agus tairbheach don tsláinte, a chur ar fáil' (An Eagraíocht Dhomhanda Sláinte, 1993).

Mar sin, tá OSPS ina chuid lárnach den mheoin tacaíochta scoile uile atá, dar le go leor, mar eochair dá fheidhmiú rathúil. Ina leithéid de thimpeallacht tacaíochta: 'Tuigeann daoine go bhfuil meas orthu, déantar forbairt ar fhéinmheas, is léir meas, foighid agus cothromaíocht, cothaítear ionchais agus caighdeáin, tacaíocht ann do dhaoine le deacrachtaí, cumarsáid oscailte is ea an gnás, aithnítear agus cúitítear iarracht, bíonn meas ar shainiúlacht agus éagsúlacht, déantar aighneas a láimhseáil go héifeachtach, spreagtar tionscnamh agus cruthaíocht, cothaítear luachanna sóisialta, morálta agus saoránach' (An Roinn Oideachais agus Eolaíochta, Oideachas Sóisialta, Pearsanta agus Sláinte an Timthrialla Shóisearaigh, 2000).

OSPS agus nascanna traschuraclaim

Dearadh OSPS le nascadh le hábhair eile (m.sh. Eolaíocht, Eacnamaíocht Bhaile, Corpoideachas, Oideachas Reiligiúnach, Oideachas Saoránach, Sóisialta agus Polaitiúil (OSSP). Tá modhanna múinteoireachta agus foghlama atá áisiúil, in ionad teagascach, riachtanach do OSPS. Is féidir leis an taithí foghlama a chuireann OSPS ar fáil cabhrú ar bhonn dearfach le foghlaim rathúil iomlánach ionas gur féidir le scoláire mórtasach, féinmheasúil, le féin-íomhá dearfach, a bheith níos oscailte do na rudaí a chuireann an scoil ar fáil.

ATHBHREITHNIÚ / PRÓISÉAS MEASTÓIREACHTA

Ó thús an tionscnaimh nua seo, measadh go raibh sé tábhachtach cuntas a choinneáil maidir leis an dul chun cinn a bhíodhas ag déanamh ó thaobh fheidhmiú OSPS sna scoileanna agus obair na seirbhíse tacaíochta. Chuige sin, rinne Seirbhís Tacaíochta OSPS (Iarbhunscoil) coimisiúnú ar thrí eilimint athbhreithnithe.

Aidhmeanna an phróisis athbhreithnithe ná:

- Tionchar agus éifeachtúlacht fheidhmiú an Oideachais Shóisialta, Phearsanta agus Shláinte (OSPS) ag an Leibhéal Sóisearach sna hIarbhunscoileanna a mheas
- Eolas a scaipeadh faoi fhorbairt na Seirbhíse Tacaíochta agus riachtanais tacaíochta leanúnacha scoile
- Soiléireacht agus eolas a thabhairt faoi éifeachtúlacht na comhpháirtíochta idir An Roinn Oideachais agus Eolaíochta, An Roinn Sláinte agus Leanáil agus na Boird Sláinte
- Soiléireacht a thabhairt faoi riachtanais tacaíochta leanúnacha na bhfoirne reigiúnda
- Dea-chleachtas a thaispeáint trí thacaíocht a thabhairt do fheidhmiú OSPS i scoileanna
- Meas agus ómós a thaispeáint don obair atá déanta.

Tá fáil ar na torthaí i dtrí thuairisc:

1. Feidhmiú OSPS ag an Timthriall Sóisearach – Ollscoil Luimnigh 2002.
2. Tuairisc ón tSeirbhís Tacaíochta OSPS ar Athbhreithniú an Oideachais Shóisialta, Phearsanta agus Shláinte ag an Timthriall Sóisearach, Iarbhunscoile – Rita Burtenshaw 2003.
3. Athbhreithniú ar Thaifid Oiliúna Inseirbhíse Múinteoirí OSPS: Feabhra 2001 go dtí Aibreán 2003 – David Millar 2003.

1) Tuairisc Ollscoil Luimnigh

Léiríonn Tuairisc Ollscoil Luimnigh ar ‘Implementation of Social, Personal & Health Education at Junior Cycle’ a bhí bunaithe ar shuirbhé cainníochtúil Iarbhunscoileanna in Aibreán 2002, torthaí an tsuirbhé náisiúnta ar fheidhmiú an Oideachais Shóisialta, Phearsanta agus Shláinte (OSPS) sna scoileanna dara leibhéal ó bunaíodh é i 2000.

2) Tuairisc Burtenshaw

Léiríonn ‘Report from the Review of Social Personal and Health Education at Junior Cycle by the SPHE Support Service Post-primary’ a rinne Rita Burtenshaw ar son Seirbhís Tacaíochta Iarbhunscoile OSPS na torthaí ar an bpróiseas taighde cáilíochtúil, agus bhí sé seo bunaithe go príomha ar ghrúpaí fócais le hOifigigh Cothaithe Sláinte, Oifigigh Fhorbartha Réigiúnda, Coiste Bainistíochta na Seirbhíse Tacaíochta OSPS, agallaimh le foirne tacaíochta réigiúnda agus leis an Oifigeach Forbartha Réigiúnda do scoileanna a bhíonn ag plé leis na Tascfhórsaí Áitiúla Drugaí; agus agallaimh teileafóin le Bainisteoirí Cothaithe Sláinte/Stiúrthóirí Cothaithe Sláinte.

3) Tuairisc Millar

Tá ‘Review of Records of In-Service Training for Teachers SPHE: February 2001 to April 2003’ le David Millar bunaithe ar thaifid meastóireachta na Seirbhíse Tacaíochta a cuireadh ar fail ag 259 seisiún oiliúna inseirbhíse. Tá sé bunaithe ar shonraí cainníochtúil agus cáilíochtúil.

ROINNT TORTHAI

1. Tionchar agus éifeachtúlacht fheidhmiú an Oideachais Shóisialta, Phearsanta agus Shláinte (OSPS) ag an leibhéal scoile a mheas.

a. An Leibhéal Feidhmithe (2002)

Sheol Ollscoil Luimnigh ceistiúcháin mar gheall ar fheidhmiú OSPS chuig foireann ábhartha na 750 iarbhunscoil sa tír. D'fhreagair 48% de na príomhoidí, 48% múinteoirí/ comhordaitheoirí OSPS agus 29% de mhúinteoirí nach mbaineann le OSPS.

Príomhfhreagróirí de réir an cineál scoile

Cineál Scoile:	% de na freagróirí uilig	% den Mhiondealú Naisiúnta
Gairmscoil / Coláiste Pobail	6	32
Pobal / Cuimsitheach	19	12
Meánscoil (uilig)	75	56
Iomlán	100	100

Dúirt 67% de phríomhoidí go raibh OSPS ar fáil ina scoileanna. Seo a leanas na torthaí ar bhriseadh síos na gcineál scoileanna:

Cineál Scoile:	Tá %	Níl %
Cuimsitheach	90	10
Scoil Phobail	87	13
Gairmscoil/Coláiste Pobail	82	18
Meánscoil - cailíní	79	21
Meánscoil - measctha	64	36
Meánscoil - buachaillí	57	43

Ag an am ar deineadh tuairisc Ollscoil Luimnigh, (Earrach 2002), bhí níos mó daoine sa chéad bhliain ag gabháil don OSPS ná sa dara nó tríú bliain. Bhí seo amhlaidh go príomha de bharr méadú céimnitheach an chláir. Tá méadú bliantúil ar líon na scoileanna atá páirteach in OSPS ó tháinig sé i bhfeidhm, leis an méid is mó rannpháirtithe sa Chéad Bhliain (70%) i gcomparáid leis an Tríú Bliain, (46%). Bhí rang amháin OSPS in aghaidh na seachtaine ag formhór na rannpháirtithe, is cuma

cén bhliain a raibh siad ann. Ba ábhar ann féin a bhí ann i 75% de chásanna agus múineadh é, (nó cuid de ar a laghad) mar ábhar ar leith agus traschuraclaim, araon, i 20% de chásanna.

Bhí eolas maith ag príomhoidí agus múinteoirí nár bhain le OSPS ar sheirbhís tacaíochta OSPS go ginearálta de réir tuairisc Ollscoil Luimnigh, ach ní raibh míneolas cruinn acu ar OSPS. Fíorbheagán eolais a bhí ag 36% de mhúinteoirí nach raibh páirteach in OSPS, bhí roinnt eolais ag 54% agus bhí 10% an-eolach - is léir go mbaineann an toradh seo le polasaithe scoile uile agus traschuraclaim.

(Tá sonraí nua in Aguisín 1 a bunaíodh ar shuirbhé inmheánach a d'eagraigh Seirbhís Tacaíochta OSPS in Earrach 2004).

b) An Leibhéal Éifeachtúlachta

D'éirigh go maith le OSPS ó thaobh an chláir a bheith ábhartha do shaol na scoláirí. Mheas triúr as ceathrar múinteoir a bhí páirteach i dtuairisc Ollscoil Luimnigh go raibh na príomhthéamaí uilig an-ábhartha do shaol scoláirí. Chonacthas caidrimh, gnéasacht agus mí-úsáid substaintí ar na rudai is ábhartha agus is mó a tharraing aird. Ní fhacthas féin-stiúradh chomh hábhartha sin, ach ceapadh go raibh sé tábhachtach gach réimse a áireamh. Chonaic naonúr múinteoir as deichniúr go raibh úsáid substaintí an-ábhartha do shaol na scoláirí agus mhothaigh go leor go bhfuil níos mó gá le forbairt eolais, meoin agus scileanna in OCG faoin am a shroicheann scoláirí an tríú bliain.

Bhí deacracht ag freagróirí Burtenshaw tagairt do fheidhmiú OSPS de bhrí nach raibh siad soiléir faoi na bealaí éagsúla a gcuirtear OSPS ar fáil ag an leibhéal scoile. Ní raibh siad soiléir ach oiread an raibh macasamhail na modheolaíochtaí dúshlánacha a bhí ina n-eiseamláir san oiliúint á gcleachtadh sa scoil.

Mar sin féin, cheap roinnt freagróirí Burtenshaw go bhfaca múinteoirí i gceantair faoi mhíbhuntáiste OSPS mar mheicníocht éifeachtach le plé a dhéanamh ar dhúshlán scoláirí.

c) Constaicí Feidhmithe

Léirigh tuairisc Ollscoil Luimnigh na constaicí a chonaic príomhoidí a chuir cosc ar fheidhmiú an chláir ina scoileanna féin mar

- ró-ualach curaclaim (90%)
- easpa ama do chomhordú/pleanáil (66%)
- easnamh san oiliúint dar le foirne (45%)
- acmhainní fisiciúla (19%)
- ábaltacht fhoireann OSPS na scoile (7%).

Léiríonn tuairisc Ollscoil Luimnigh freisin dearcadh tábhachtach ar fheidhmiú trí phlé a dhéanamh ar na cineáil ábhair atá ag teacht chun cinn ar churaclam na scoile. Glactar leis an ábhar nua mar gheall ar a thairbhe do na daltaí, agus tugtar am dó ar an amchlár mar gheall ar an bpríomhthréith seo.

Nuair a fhanann scoláirí páirteach, bíonn tionchar ag méadú cáil an ábhair ar a suim agus, de réir a chéile, bíonn múinteoirí an ábhair ina ngrúpa gairmiúil a bhfuil rialacha agus luachanna leagtha síos acu. Bíonn múinteoirí mar iad sáinnithe go minic ag lorg tacaíochta dá n-ábhar, mar bíonn siad i gcomórtas le hábhair ina bhfuil scrúduithe ó thaobh leithdháileadh acmhainní agus ionchais gairme. Tá tuiscint ar an bpróiseas seo agus tacaíocht dó riachtanach do fheidhmiú rathúil OSPS mar churaclam (Ollscoil Luimnigh).

d) Gnéithe Bainistíochta Scoile do OSPS

Dúirt príomhoidí gur thairg na múinteoirí féin OSPS a mhúineadh i 50% de na cásanna. Cheap múinteoirí áfach gurbh iad na príomhoidí is minice a rinne an roghnú. De réir tuairisc Ollscoil Luimnigh, teastaíonn níos mó taighde do roghnú múinteoirí OSPS agus bheadh éifeacht níos fearr ag cur chuige níos comhoibrithe ná roghnú údarásach.

Is léir ó shonraí Ollscoil Luimnigh nach mórán príomhoidí agus leasphríomhoidí a bhíonn páirteach ag cruinnithe bainistíochta ar an ábhar OSPS. Is cúis iontais é an freastal íseal seo a deir Ollscoil Luimnigh (féach ar aghaidh sa tuairisc), mar go nglactar leis go mbíonn eolas cuí ag príomhoidí ar na cláracha a chuirtear i bhfeidhm ina scoileanna.

Freisin, deir Ollscoil Luimnigh gur léargas ar stádas OSPS i scoil, an bealach a mbítear ag súil le múinteoirí an curaclam nua a chur i bhfeidhm gan stádas/gan luach saothair agus go dtabharfadh post freagrachta béim agus stádas do OSPS.

Dearbhaíonn foirne tacaíochta a d'fhreagair Burtenshaw é seo. Deir siad go gciallaíonn easpa páirtíochta in OSPS easpa stádais agus luach saothair; neamhchinnteacht stádais toisc nach post freagrachta é don chomhordaitheoir OSPS; imní ar mhúinteoirí go mbeidís sáinnithe agus breis fadhbanna scoile fágtha acu. Deineadh post freagrachta de ról an chomhordaitheora i roinnt scoileanna a deir Burtenshaw, thug cuid eile am le haghaidh cruinnithe comhordaithe.

Feiceann freagróirí Burtenshaw ceapachán comhordaitheora OSPS mar cuid riachtanach do sheachadadh rathúil agus imeascadh sna scoileanna. Chonaic roinnt foirne go raibh imeascadh dá leithéid fíorthábhachtach má bhí teachtaireachtaí ar leith OSPS le daingniú seachas le bréagnú i réimsí ábhar eile. D'fhéadfaí forbairt a dhéanamh ar cháilíocht náisiúnta ag leibhéal fochéime/ iarchéime a d'ardódh stádas an ábhair agus a thabharfadh taithí phraiticiúil do scoláirí in oiliúint mhúinteora.

e) Comhordú

De réir tuairisc Ollscoil Luimnigh, dúirt 77% de phríomhoidí go bhfuil comhordaitheoir OSPS ina scoil ach níl post freagrachta ach ag 35% díobh seo. I dhá thrian de scoileanna, déanann múinteoir comhordú ar OSPS ina (h)am féin. Dúirt duine as gach ceathrar múinteoir/comhordaitheoir OSPS nárbh é a rogha féin é an t-ábhar a mhúineadh. Mhóthaigh príomhoidí gur thart ar 50% de mhúinteoirí a thairg go ndéanfaidís féin é agus cheap 43% múinteoirí/comhordaitheoirí go raibh roinnt páirte acu sa phróiseas roghnaithe. De réir Burtenshaw, ní bhfuair roinnt múinteoirí aon rogha ach an oiliúint a dhéanamh, bhí líon mór cionmhar mic léinn an ATO, múinteoirí sealadacha agus páirtaimseartha i measc múinteoirí OSPS, rud a chuirfeadh le ráta athraithe ard agus stádas níos ísle OSPS i scoileanna agus a ghoillfeadh ar an imeascadh amach anseo.

f) Amchlár

Deacrachtaí amchláir is mó a rinne múinteoirí tagairt dó nuair a ceistíodh iad faoi chonstaicí ar fheidhmiú OSPS. Frásaí mar seo a d'úsáid múinteoirí 'brú ar an amchlár', 'amchlár - réiteach le hábhair scrúdaithe', 'brú amchláir toisc tuismitheoirí a bheith ag iarraidh ábhair acadúil éigin', 'easpa ama do chomhordú/cruinnithe', 'easpa spéise toisc nach ábhar scrúdaithe é'.

I dtaca lena bpointe níos túisce, deir Ollscoil Luimnigh go dteastaíonn am ó OSPS len é féin a dhaingniú sa churaclam agus stádas ábhair a ghnóthú mar gur ábhar é atá ag teacht chun cinn ar an amchlár acadúil ina bhfuil téamaí OSPS fíorábhartha don meán-dhéagóir. De réir tuairisc Burtenshaw, ceapann foirne tacaíochta go bhfuil deacrachtaí amchláir mar an príomhfháth nach nglacann scoileanna páirt in OSPS. Luaigh foirne go raibh iomarca brú ar scoileanna ábhair acadúla agus ábhair 'fhiúntacha' eile a chur ar an amchlár. Chuirfeadh an tseirbhís tacaíochta fáilte roimh threoirlínte ón Roinn Oideachais agus Sláinte maidir le réiteach amchláir.

g) Gnéithe bunaithe ar Inscne

Bhí ceisteanna inscne i gceist in oiliúint mhúinteora, páirtíocht scoile san OSPS agus na modúil a bhí ar fáil. Mar a dúradh cheana, bhí scoileanna measctha chun tosaigh i bhfeidhmiú OSPS agus scoileanna buachaillí chun deiridh.

Bhí claonadh láidir baineann - fireann ann ó thaobh freastal múinteoirí ar oiliúint inseirbhíse. De réir tuairisc Millar, 17% múinteoirí fireann a bhí páirteach san oiliúint agus níos mó suime acu freastal ar an oiliúint mí-úsáid drugaí agus substaintí agus níos lú acu ag freastal ar OCG agus oideachas shláinte gnéasach. Ó thaobh figiúirí ar an gcineál scoile/ feidhmiú, nótáil tuairisc Ollscoil Luimnigh cé gurb iad na téamaí céanna OSPS atá ann do bhuachaillí agus cailíní, nár mhór aird a dhíriú air ó thaobh inscne. Ardaítear ceisteanna suntasacha, a deir siad, de bharr nach bhfuil mórán glacadh leis an gclár i scoileanna le buachaillí amháin mar go gcuireann na príomhchleachtais oideachais béim ar an gcomhdhéanamh firinsneach a bheith láidir, gan iad a bheith chomh cumarsáideach le cailíní agus níos lú gá acu le hoideachas motháíoch.

Luaigh tuairisc Burtenshaw freisin cé go bhfuil OSPS fréamhaithe sa timthriall sóisearach, nár ghlac roinnt scoileanna páirt ann fós, scoileanna le buachaillí amháin den chuid is mó. (I bhFeabhra 2003, dúirt An Roinn Oideachais agus Eolaíochta leis na scoileanna go raibh OSPS le bheith mar chuid de phríomhchuraclam an Teastais Shóisearaigh ó Mheán Fómhair 2003 (11/03). Cheap Foireann Tacaíochta amháin gur ceardlainn faoi shláinte mheabhrach agus féinmharú na hábhair is mó a ndéanadh na scoileanna seo freastal orthu. Theastaigh breis iniúchadh maidir le páirtíocht fear chun straitéisí breise a fhorbairt.

2. Riachtanais Tacaíochta Scoile.

a) Tuairimí faoi riachtanais múinteoirí

Bhí 95% de mhúinteoirí OSPS eolach ar an Seirbhís Tacaíochta. Maidir le freastal múinteoirí ar oiliúint, tá an claonadh baineann - fireann tugtha faoi deara cheana féin. Cuireadh oiliúint ar fáil do 4,282 múinteoir laistigh de thréimhse ama thuairisc Millar (Feabhra 2001-Aibreán 2003), agus ba mhná nach mór naonúr as deichniúr díobh.

Chreid an tseirbhís tacaíochta, mar a luadh i dtuairisc Burtenshaw, go raibh an oiliúint rathúil mar gheall ar an bhfreastal ard leanúnach agus aiseolas dearfach ó mhúinteoirí. Tá an fhoireann muiníneach go bhfuil scil agus ábaltacht acu le hoiliúint chasta dhúshlánach ar ardchaighdeán agus timpeallacht foghlama tacúil a chur ar fáil. Ar an iomlán, mhothaigh siad go raibh siad ag dul i gcion ar go leor múinteoirí agus ag cruthú bunlíne d'ardchaighdeán.

Tá sé seo cruthaithe i dtuairisc Millar ina ndúirt 93.6% de na rannpháirtithe ar fad go raibh an oiliúint 'thar barr' (60.1%) nó 'an-mhaith', (35.5%). Dírithe go speisialta ar chomhordaitheoirí OSPS, cheap 96.4% acu go raibh an oiliúint 'thar barr' nó 'an-mhaith' sa mheasúnú iarchúrsa. Maidir le topaicí ar leith, vótáil 94% de na rannpháirtithe go raibh an oiliúint OCG 'thar barr' nó 'an-mhaith'. Fuair 93% de na rannpháirtithe na topaicí ar shláinte gnéasach 'thar barr' nó 'an-mhaith' agus fuair 92.3% de na rannpháirtithe an oiliúint ar úsáid substaintí 'thar barr' nó 'an-mhaith'. Cheap breis agus 90% de na múinteoirí a fuair oiliúint inseirbhíse go bhfuair siad 'roinnt' nó 'go leor' cúnamh ón bhfoireann leis an gclár a chur i láthair sách maith ach cheap 8% nár bhfuair siad 'aon chúnamh' ón oiliúint (Ollscoil Luimnigh). Ní thugtar le fios sa tuairisc an ndeachaigh an mionlach seo sa tóir ar chabhair ina dhiaidh sin. Go sonrúil, cheap 62% go raibh a ndóthain san oiliúint inseirbhíse le OSPS a mhúineadh, ach cheap 38% nach raibh (Ollscoil Luimnigh). I dtuairimí eile a tugadh, cheap roinnt múinteoirí nár mhór don fhoireann seirbhíse tacaíochta cuairt/cuairteanna scoile a dhéanamh, níos mó aird a dhíriú ar ábhar an chláir agus modhanna múinteoireachta le linn na hoiliúna agus níos lú ama ar fhealsúnacht OSPS. Thuairisc siad easpa cúnamh ón bhfoireann maidir le hábhair físe nuaimseartha ábhartha a fháil chomh maith le deacracht a bheith acu faoi ghnéithe a bhain le maoiniú acmhainne.

Múintear OSPS trí mhodheolaíochtaí foghlama gníomhacha nó trialacha ina mbíonn stíl múinteoireachta áisiúil agus ardpháirtíocht scoláirí. Bhí foirne tacaíochta ag déanamh iontais faoi chomh minic agus chomh rialta a úsáidtear na modheolaíochta seo sa seomra ranga. Tá béim mhór ag an gcuraclam ar ról áisiúil an mhúinteora OSPS, céim mhór do chuid mhaith acu le tógáil - ag athrú ó mhúinteoir teagascach go dtí múinteoir éascaitheora foghlama. Cheap roinnt múinteoirí OSPS gurbh é an t-athrú seo ó ról múinteora go héascaitheoir an dúshlán ba mhó a bhí rompu (tuairisc Ollscoil Luimnigh).

Bhí inní dá leithéid ar roinnt foirne tacaíochta nár mhothaigh múinteoirí sách inniúil agus muiníneach sna modheolaíochtaí múinteoireachta atá molta do OSPS leis an méid oiliúna a bhí ar fáil. Chreid roinnt foirne go raibh múinteoirí ag cur OSPS i bhfeidhm gan aon oiliúint. Mhothaigh foirne gur theastaigh níos mó oiliúna ó go leor múinteoirí lena muinín agus a scileanna a fhorbairt, cé go raibh neart múinteoirí ar fáil ní raibh an oiliúint leathan go leor le freastal ar na riachtanais a bhí acu. De réir tuairisc Ollscoil Luimnigh, ní haon iontas é go gceapfadh múinteoirí nach raibh siad sách oile le hábhar nua a chur i ngníomh nuair nach bhfuair siad aon ionchur foirmiúil ag an leibhéal céime.

b) Tuairimí faoi riachtanais bainistiú scoile

De réir tuairisc Ollscoil Luimnigh, níor fhreastal 65% de phríomhoidí ar sheisiún eolais ó 2000 agus ní raibh 86% ag cúrsa inseirbhíse. Is léir ó na sonraí nach raibh páirt ag mórán príomhoidí agus leasphríomhoidí ag cruinnithe OSPS. Dúirt Ollscoil Luimnigh go bhfuil ról an phríomhoide tábhachtach ó thaobh acmhainní, ina n-áirítear am ranga agus roghnú múinteoirí. Tá teachtaireachtaí intuigthe uaidh seo maidir le tacaíocht do OSPS nó a easpa.

Dúirt an tseirbhís tacaíochta go bhfuil ceannasaíocht soiléir na bpríomhoidí agus na leasphríomhoidí tábhachtach do OSPS. Níl ach freastal an-íseal ar an oiliúint inseirbhíse ar leith a chuirtear ar fáil do phríomhoidí, a fuair Burtenshaw amach. Dúirt foirne go luíonn sé le réasún mura dtéann príomhoidí ag an oiliúint nach dtuigfidh siad OSPS i gceart, nach gcuirfidh siad an bhéim cheart air agus nach mbeidh siad chomh toilteanach bheith i gceannas air nó tacú leis. Cheap go leor foirne gur cheart breathnú arís ar an mbealach is fearr le hoibriú le ceannairí scoile sa todhchaí.

Ag breathnú siar ar phointí a deineadh níos túisce faoi ról an phríomhoide i gcás tacaíochta OSPS, dúirt múinteoirí go mbíonn orthu a bheith ag troid le ham saor a fháil le freastal ar chúrsaí agus a gcuid ama féin a úsáid chun freastal uaireanta agus ní cheadaíonn roinnt príomhoidí do mhúinteoirí freastal mar gheall ar dheacrachtaí ionadaíochta. Teastaíonn am do phleanáil a díradh.

c) Tacaíocht Foirne Iomlán

Dúirt duine as ceathrar múinteoir neamh-OSPS gur chuir an tseirbhís ar an eolas iad (Ollscoil Luimnigh). Tugann roinnt foirne tacaíochta leath lae nó lá iomlán do

ghnéithe uile na scoile leis an bhfoireann iomlán. Dá gcuirfí foireann le chéile sna scoileanna le hoibriú ar chomhordú, thabharfadh sin deis do OSPS. Chonaic freagróirí Burtenshaw gur tacaíocht do chomhordaitheoir OSPS é eolas faoin gclár a scaipeadh ar mhúinteoirí eile agus ‘blas’ an chláir a bheith ag múinteoirí breise.

d) Acmhainní & Ábhair

Tá oiliúint agus tacaíocht curtha ar fáil do mhúinteoirí ó thaobh acmhainní, modheolaíocht, soiléiriú ábhar curaclaim, scileanna múinteoireachta agus feidhmiú foirne iomlán. Bhí oiliúint inseirbhíse agus oiliúint acmhainní agus modheolaíochta coitianta go leor ach ní raibh an oiread sin tacaíochta ann do mhúinteoirí ó thaobh feidhmiú foirne uile. (Ollscoil Luimnigh).

Ó thaobh tacaíochta a tugadh, dúirt 75% de mhúinteoirí nó comhordaitheoirí OSPS go bhfuair siad tacaíocht acmhainní, 66% tacaíocht sa mhodheolaíocht, 55% i soiléiriú ábhar curaclaim, 51% i scileanna múinteoireachta agus 14% i bhfeidhmiú foirne iomlán (Ollscoil Luimnigh).

Cheap Seirbhísí Tacaíochta go raibh na hacmhainní a bhí ar fáil dóibh iontach agus fuair Treoirilínte OSPS do Mhúinteoirí, ‘On My Own Two Feet’, agus ábhar le Bord Sláinte an Iarthuaiscirt moladh ar leith. Mar sin féin, cheap foirne gur cheart na hábhair a leasú, go háirithe don Tríú Bliain. Tá gá le hacmhainní a bheadh dírithe ar ghrúpaí ar leith, ar nós an Lucht Siúil. Maidir le forbairt acmhainne go ginearálta, ceapadh gur theastaigh cothromú idir an soláthar foirmiúil a chabhródh le múinteoirí agus eolas reatha cruinn. Agus iad ag baint úsáide as ábhair acmhainne, is ceart do mhúinteoirí a bheith oscailte do luach an spioraid áisiúil agus modheolaíochta OSPS mar a tharlaíonn ar an toirt sa seomra ranga. (Burtenshaw).

e) Forbairt Polasaí OSPS i scoileanna

Tá polasaí foirmiúil OSPS leagtha amach i níos lú ná leath na scoileanna a mhúineann é. Cheap freagróirí tuairiscí Ollscoil Luimnigh agus Burtenshaw gur buntáiste a bheadh i bpolasaí scoile ó thaobh stádas don ábhar.

Léirigh na tuairiscí nár airíodh mar a chéile ról na seirbhíse tacaíochta mar chabhair do chur le chéile polasaí scoile OSPS. Dúirt Burtenshaw go gcabhraíonn foirne uilig seirbhíse tacaíochta OSPS le déanamh polasaí sna scoileanna, go háirithe ó thaobh OCG, úsáid substaintí agus bullaíocht. Tugann roinnt foirne comhairle, cabhraíonn cuid eile sa phróiseas forbartha polasaí. Bhunaigh foireann amháin creat de thrí chruinniú i dtréimhse leathbhliana. Tá tábhacht i ndéanamh polasaí, dar le go leor foirne, mar go dtugann sé seans a bheith gníomhach le pobal iomlán na scoile. Ach, mar gheall ar fheidhmiú Alt 43 den Straitéis Naisiúnta Frithdhrugaí, bíonn ar scoileanna polasaithe a dhéanamh amach faoi mhí-úsáid substaintí, agus mar sin bíonn deacrachtaí ama acu maidir le forbairt a dhéanamh ar pholasaithe eile agus an obair a shníomh isteach le pleananna na scoile. (Burtenshaw).

Dúirt beagán os cionn 20% de chomhordaitheoirí/múinteoirí OSPS a d'fhreagair tuairisc Ollscoil Luimnigh go ndearna siadsan an polasaí a fhorbairt i gcomhar leis an tseirbhís tacaíochta, agus dúirt 80% nach mórán páirte a bhí ag an tseirbhís tacaíochta. Mhol tuairisc Ollscoil Luimnigh gur cheart do sheirbhís tacaíochta OSPS smaoineamh ar dhíriú ar fhorbairt polasaí agus obair feasachta do bhainistíocht scoile amach anseo.

f) Pleanáil Cláir

Is mar gheall nach féidir dóthain ama saor a fháil ón scoil a bhíonn deacrachtaí praiticiúla pleanála go minic. D'ardaigh formhór na bhfoirne tacaíochta ceist faoi phleanáil cláir mar ceapann siad go dteastaíonn níos mó tacaíochta ó fhoirne scoile OSPS do phleanáil. Feiceann roinnt foirne gur cuid d'obair SCS í an phleanáil (Burtenshaw). Ardaíodh an cheist faoi Phleanáil Forbartha Scoile freisin, agus bhí an tseirbhís tacaíochta den tuairim gur cheart OSPS (agus SCS) a áireamh chomh luath agus is féidir sna príomhghnéithe pleanála ar nós fíis, misean agus aidhmeanna na scoile (Burtenshaw). De réir na tuairisce, theastaigh nascanna láidre le Pleanáil Forbartha Scoile agus tionscnaimh dá leithéid chun tacú le riachtanais a thiocfadh chun cinn agus OSPS á chur i bhfeidhm i scoileanna.

3. Éifeachtúlacht na Comhpháirtíochta

Ar an iomlán, deir go leor foirne Seirbhíse Tacaíochta go bhfuil siad ag obair go maith, tá gníomhaíochtaí áitiúla foirmiúla agus neamhfhoirmiúla bunaithe acu. Bhí foirne cinnte gurb í an chomhpháirtíocht (idir an Roinn Oideachais agus Eolaíochta, an Roinn Sláinte agus Leanáil agus na Boird Sláinte), an mheicníocht oiriúnach cuí le tacaíocht a dháileadh. Thapaigh go leor an deis chun an obair, an saineolas agus an taitneamh a chruthaigh an chomhpháirtíocht a aithint. Freisin, mhothaigh an tSeirbhís Tacaíochta gur thaitin an chomhpháirtíocht leis na scoileanna mar aon phointe amháin teagmhála, eolais chomhtháite agus tacaíochta. Labhair freagróirí faoin leibhéal aontachta agus comhoibrithe a bhí bainte amach faoi bhunghnéithe OSPS.

Bhí tacaíocht ag foirne trí chruinnithe réigiúnda agus náisiúnta, ón oifig náisiúnta ó thaobh éifeachtúlachta, seasmachta agus sofhreagrachta.

Tuigeann foirne tacaíochta go bhfuil siad ag baint úsáide as foghlaim náisiúnta/idirnáisiúnta atá neartaithe le himeacht ama. Tá siad sásta leis na múnlaí atá á leanacht acu.

Bhí an chomhpháirtíocht idir boird sláinte agus an Roinn Oideachais agus Eolaíochta soiléir ó thaobh múinteoirí a bheith eolach fúthu agus fáil orthu araon (tuairisc Ollscoil Luimnigh). Cheap bainisteoirí cothaithe sláinte a bhí ceangailte le scoileanna roimh bhunú OSPS gur chuir sé lena gcuid oibre agus gur thug se deis dóibh dul isteach i níos mó scoileanna. (Burtenshaw).

Ag an am céanna, níor dhein freagróirí Burtenshaw beagán de na deacrachtaí a bhaineann le comhpháirtíocht a chruthú idir Sláinte agus Oideachas ag tógáil na ndifríochtaí cultúrtha, struchtúrtha agus gnásanna oibre san áireamh. De réir Burtenshaw, bhí éagsúlachtaí móra i struchtúir foirne tacaíochta, i rólanna agus gaoil, san am a caitheadh le OSPS, i líon na scoileanna le friotháil orthu, sna leibhéil imeasctha idir OFR agus boird sláinte, sna leibhéil comhoibrithe idir OFR agus OCS agus leibhéil eolais maidir le foirne tacaíochta eile. Ní nach ionadh, dúirt sí go gcruthaíonn sé seo ar fad deacrachtaí ó thaobh seirbhís tacaíochta náisiúnta seasmhach a bhunú.

Cheap go leor foirne tacaíochta gur theastaigh forbairt foirne agus tacaíochta chun rólanna agus caidrimh a shoiléiriú, bhí roinnt OCS, ach go háirithe, a raibh deacracht acu idirdhealú a dhéanamh idir a gcuid oibre OSPS, ról na mBord Sláinte agus obair ar SCS.

Léirigh agallaimh Burtenshaw le coiste Bainistíochta na Seirbhíse Tacaíochta an teannas idir na cláir oibre sláinte agus oideachais san OSPS, bhí baill le cúlra sa tsláinte ag iarraidh an tsláinte a chur chun cinn sa phróiseas agus iad siúd le cúlra oideachais ag cur béime ar an gcuraclam. Tá ardmheas ag an gcoiste bainistíochta ar sheirbhís tacaíochta OSPS.

4. Riachtanais tacaíochta na bhfoirne reigiúnda.

Léirigh torthaí thuairisc Burtenshaw go raibh bunús na ndeacrachtaí a bhí ag comhpháirtíocht na bhFoirne Réigiúnda ag an leibhéal Bord Sláinte/Roinne agus gur ansin a cheart déileáil leis. Ag leibhéal Bainistíochta na mBord Sláinte, tá rialú cáilíochta agus roinnt caighdeánú riachtanach dar le bainisteoirí cothaithe sláinte chun struchtúr forbartha níos fearr a bheith ar OSPS amach anseo. Idir an dá linn, dhearbhaigh an Coiste Bainistíochta go gceapann na foirne go luíonn na cinnidh deiridh faoi struchtúr OSPS taobh amuigh dá chuing, rud a chruthaíonn easpa soiléireachta faoin mbealach ar féidir le foirne a dtuairimí a thabhairt don phróiseas déanamh cinnidh. Aithníonn an Coiste Bainistíochta comhdhlúthú na seirbhíse réigiúnda, trí roinnt an dea-chleachtais agus soiléireacht dinimice idir scoil chothaithe sláinte agus curaclam, mar thosaíochtaí atáthar ag cur chun cinn. (Burtenshaw).

I measc moltaí ó agallaithe bainistíochta agus foirne do thacaíocht foirne, bhí bunú treoirlínte náisiúnta a leagfadh síos caighdeán ar leith maidir le soiléireacht ról trí phríomhmholtaí agus treoirlínte, maraon le cruthaíocht foirne aonaracha a ligean ar aghaidh freisin. D'fhéadfadh roinnt treoirlínte náisiúnta eolas, taithí agus dea-chleachtas na seirbhíse a léiriú.

Rinne freagróirí Burtenshaw roinnt moltaí faoin teideal ginearálta 'Tacaíocht':

- Struchtúir reatha agus cleachtais a bhreacadh síos
- Aontú ar phríomhghnéithe ar leith ag leibhéal náisiúnta/reigiúnda

- Maoirseoir nó duine seachtrach a chur ar fáil chun cabhrú le forbairt foirne
- Seirbhís reigiúnda a chomhdhlúthú trí roinnt an dea-chleachtais
- Cruinnithe reigiúnda níos struchtúrtha a bheith ar fáil níos minice le feidhm agus dea-chleachtas eiseamláireach a shoiléiriú
- Rialacha daingne aontaithe a bhunú maidir le cruinnithe náisiúnta
- Na rudaí seo a bheith áirithe sa phróiseas iomlán i) am machnaimh ii) faisnéisiú tar éis obair ghrúpa iii) dea-chleachtais a thaifead iv) measúnú ar cheachtanna foghlama / taithí comhpháirtíochta.

5. Dea-chleachtas trí thacaíocht a thabhairt do fheidhmiú OSPS i scoileanna.

Luaigh foirne gur cheart meicníocht a bheith ann chun dea-chleachtas a mhalartú a bheadh úsáideach mar thacaíocht don fheidhmiú is fearr (Burtenshaw). Cruinnithe náisiúnta an príomhfhóram atá ann faoi láthair le dea-chleachtas a roinnt. Mar a dúradh cheana, bheadh níos mó roinnte ann dá mbeadh cruinnithe eagraithe ar bhealach níos fearr. Luadh gur samplaí dea-chleachtais a bheadh i gcleachtas cuí san oiliúint múinteora OSPS agus nascanna a chruthú le gairmeoirí sláinte/oideachais eile.

Rinne freagróirí tagairt rialta d'obair fhorbartha scoile mar dhea-chleachtas leis an bhfoireann iomlán agus páirtithe leasmhara a bheith áirithe. Moltaí eile a deineadh ná áit mar ábhar a bheith ag OSPS ar na cártaí tuairisce agus bord OSPS a bheith ag cruinnithe tuismitheoirí/múinteoirí. Cheap roinnt bainisteoirí cothaithe sláinte nár mhór OSPS a bheith níos comhtháite le SCS agus pleanáil uile na scoile le dea-chleachtas a chur i láthair. (Burtenshaw).

Cheap roinnt foirne go gcoscann easpa cumarsáide agus aighneas amanna idir boird sláinte roinnt an dea-chleachtais agus dúirt bainisteoir Bord Sláinte éigin go bhféadfadh seo a bheith amhlaidh.

a) Téarmaí tagartha OSPS

Baineann an tslí a chuirtear OSPS i bhfeidhm i scoileanna le hobair uile na scoile, nascanna traschuraclaim agus scoil chothaithe sláinte agus glactar leis na trí ghnéithe seo go diongbháilte agus go follasach sna tuairiscí.

‘Go bunúsach thuigfeadh scoileanna OSPS, bheidís tiomnaithe ina leith, d’fheicfidís OSPS mar dhearcadh intinne, bheadh príomhoide agus leasphríomhoide eolach faoi, ag tacú agus tiomnaithe chuige agus bheadh comhordaitheoir amháin nó níos mó íochta i leith OSPS’ (Burtenshaw).

‘Mar sin, caithfear feidhmiú éifeachtach OSPS a nascadh le feachtas ard OSPS mar chothú sláinte, nascanna traschuraclaim, forbairt uile na scoile agus modheolaíochtaí idirghníomhaíochta agus measúnú. Beidh an leibhéal a ndéantar comhtháthú orthu seo i gcleachtais mhúinteoireachta agus tuiscint na ndaltaí ina shlat tomhais ar chomh rathúil a bheidh an fheidhmiú’ (Ollscoil Luimnigh).

b) OSPS, Scoileanna Cothaithe Sláinte agus timpeallacht scoile iomlán

Tá suim uilíoch maidir le soiléireacht a fháil faoin ngaol idir OSPS agus forbairt an phróisis scoil chothaithe sláinte. Cruthaíonn easpa soiléireachta ó thaobh a gcomhoiriúnachta deacrachtaí ag go leor leibhéil.

Cheap go leor foirne, go háirithe OFR, gur cheart an gaol a shoiléiriú ag an leibhéal náisiúnta sula mbeadh obair OSPS agus na comhpháirtíochta i mbaol. Chonaic foirne eile gur deis a bhí san obair scoile uile OSPS chun coincheap SCS a thabhairt chun cinn, agus chonaic roinnt baill gurb é SCS an chéad chéim eile. Mar a dúirt OCS amháin ‘Is gá do OSPS dul i dtreo scoileanna sláintiúla, dul thar an gcraclam, an seomra ranga agus tríd na pasáistí agus timpeall na scoile’. Rinne Bainisteoir Cothaithe Sláinte cur síos ar OSPS mar bhloc tógála nó cloch choirnéil i bhforbairt an SCS.

D’aontaigh agallaithe Burtenshaw go raibh obair iomlán scoile riachtanach do éifeachtúlacht OSPS. Braitheann cleachtas iomlán scoile, a dúirt foirne Seirbhíse Tacaíochta, ar an méid atá déanta roimhe sin i scoileanna, mar déanann roinnt scoileanna níos mó obair iomlán scoile ná cuid eile. Nótáil freagróirí Seirbhíse Tacaíochta i dtuairisc Burtenshaw go bhfuil méadú ar éileamh scoileanna d’ionchur ar thionscnaimh scoile uile. Dhaingneodh níos mó d’obair scoilbhunaithe OSPS sna scoileanna.

Chuideodh níos mó measúnaithe ar éifeachtúlacht OSPS – le torthaí dearfacha dar ndóigh – le cur chuige iomlán scoile OSPS agus chabhródh sé le constaicí a shárú, a deir Burtenshaw. Mar shampla, bheadh múinteoirí ábhair eile a thugann suas ranganna ar son OSPS níos toilteanaí seo a dhéanamh dá mbeidís cinnte go ndéanadh an t-ábhar seo freastal ceart ar riachtanais na scoláirí.

Is é dúshlán OSPS, a aontaíonn tuairisc Ollscoil Luimnigh, ná leanacht ar aghaidh le measúnú ar riachtanais na scoláirí agus i gcomhairle leanúnach leis na múinteoirí, le bainistíocht tuismitheoirí agus scoile lena chinntiú go mbíonn an clár cuí ann i gcónaí. B’fhéidir go dteastódh oiliúint freisin, a dúradh, le fócas áirid a thairiscint do chomhordaitheoirí OSPS a chuirfeadh ar a gcumas a gcomhghleacaithe a tharraingt isteach i gcainteanna criticiúla faoi fheidhmiú scoile uile OSPS.

c) OSPS agus nascanna traschuraclaim

Cheap roinnt foirne Seirbhíse Tacaíochta nach dtarlaíonn comhordú ábhair eile le OSPS mar gheall nach dtugtar dóthain ama don phleanáil, comhordú agus imeascadh ábhar sna scoileanna. Thabharfadh post freagrachta am ar leith do chomhordaitheoirí a cheartódh an fhadhb seo. (Burtenshaw) (féach ciorclán na Roinne Oideachais agus Eolaíochta PPT 29/02).

Bheadh deacrachtaí ann maidir le feidhmiú scoile/traschuraclam mura bhfuil príomhoidí/bainistíocht suas chun dáta ar OSPS agus mura bhfuil ach beagán nó gan eolas ar bith ag an bhfoireann faoi.

Rachaidh an tslí a ndéanann baill na foirne cumarsáid lena chéile agus leis na scoláirí chun leasa nó aimhleasa OSPS, a deir Burtenshaw. Bhraith roinnt foirne go n-úsáideann múinteoirí níos mó modhanna OSPS sa staidéar ar na meáin agus san Ardteistiméireacht Fheidhmeach agus ceapann siad go mbeidh níos mó tábhachta le hobair iomlán scoile amach anseo. De réir tuairimí na bhfreagróirí i dtuairisc Ollscoil Luimnigh, tá a lán le tairiscint ag múinteoirí éagsúla i dtaca le OSPS agus go leor acu toilteanach an tacaíocht sin a thabhairt.

CONCLÚID

a) Dul chun cinn

Tá dul chun cinn mór déanta i bhfeidhmiú OSPS sna meánscoileanna ó bunaíodh ar dtús é. Áiríonn fianaise atá bunaithe ar na trí thuairisc meastóireachta:

- Go bhfuil dul chun cinn déanta de bharr tiomantas agus comhoibriú óna príomhpháirtithe uilig
 - Go bhfuil scileanna nua agus cothú féith an tiomantais i measc múinteoirí OSPS ina chuid rathúil den chéad chéim feidhmithe
 - Go bhfaca triúr as gach ceathrar múinteoir go raibh príomhthéamaí an churaclaim OSPS ábhartha do shaol na ndaltaí
 - Go bhfuil a lán le tairiscint ag múinteoirí nach bhfuil páirteach in OSPS agus iad toilteanach an tacaíocht sin a thabhairt
 - Go bhfuil claonadh an-dearfach ag múinteoirí OSPS maidir leis an tSeirbhís Tacaíochta
 - Go seasann an tseirbhís tacaíochta freisin le múinteoirí atá ag iarraidh an curaclam a fheidhmiú ina scoileanna
 - Gur léiriú é an tionscnamh iomlán seo ar chomhpháirtíocht nua ar leith idir An Roinn Oideachais agus Eolaíochta, An Roinn Sláinte agus Leanaí agus na Boird Sláinte
 - Ó thaobh cáilíochta na comhpháirtíochta, tá formhór na bhfoirne Seirbhíse Tacaíochta OSPS ag obair go hiontach
 - Go bhfuil páirtithe cinnte gur é ábharthacht na comhpháirtíochta an bealach is éifeachtaí i ndul chun cinn OSPS
 - Go bhfuil foirne tacaíochta bródúil as a gcuid oibre. Cuireann siad ardchaighdeán seirbhíse ar fáil agus go minic bíonn siad ar acmhainní anteoranta. Creideann siad go bhfuil siad ag cabhrú agus ag neartú dea-chleachtais
 - Tá ardmheas ag an gCoiste Bainistíochta ar sheirbhís tacaíochta OSPS.

b) Dúshláin:

Tá sé riachtanach go mbeadh forbairt ghairmiúil múinteoirí eolach ar:

- Easpa oiliúna réamhsheirbhíse do Mhúinteoirí OSPS:
- Cothromaíocht inscne na múinteoirí OSPS agus feasacht ar an gcaoi le múinteoirí fireann a bheith páirteach ann
- Na dúshláin a bhíonn ann de bharr múineadh ‘curaclam atá údarásach’ agus an pleanáil cláir agus dearaidh a bhíonn i gceist leis seo
- An béim ar mhúineadh motháíoch agus forbairt phearsanta atá ina chuid lárnach den churaclam OSPS

- An gá atá ann soiléiriú níos mó a thabhairt ar an bpróiseas meastóireachta foghlama atá tábhachtach do thaithí scoláirí ar OSPS.

Mar chuid de dhúshlán na scoile tá:

- Am a fháil don OSPS ar churaclam atá ceaptha a bheith ró-lán cheana féin
- Múinteoirí a bhfuil suim acu ann a fháil le bheith tiomanta don ábhar agus soláthar a dhéanamh d'fhorbairt inghairme grúpa mór múinteoirí gur spéis leo é
- Comhordú an chlár OSPS sa scoil
- Comhairle le scoláirí agus tuismitheoirí maidir le clár OSPS na scoile
- Éascú a dhéanamh ar pháirtíocht pearsanta na scoláirí leis an gcuraclam OSPS.

Mar chuid de dhúshlán na Seirbhíse Tacaíochta OSPS (Iarbhunscoile) tá:

- Leanúint le forghníomhú agus aird a thabhairt ar riachtanais múinteoirí OSPS
- Comhtháthú a dhéanamh ar fheidhmiú iomlán scoile OSPS leis an Phróiseas Scoile do Cothú Sláinte agus le próiseas pleanála agus forbartha a bhfuil scoileanna páirteach iontu faoi láthair. Bhí oibriú i gcomhar le Seirbhísí Tacaíochta agus tionscnaimh eile áirithe anseo
- Athbhreithniú rialta a dhéanamh ar an gcomhpháirtíocht idir Oideachas agus Sláinte lena chinntiú go ndéanann acmhainní an dá dhream acu freastal ar riachtanais na scoláirí agus go dtógtar cuntas ar leasuithe agus forbairtí sa dá rannóg
- Bealaí a aimsiú chun níos mó múinteoirí fireann a bheith páirteach in OSPS.

Fágann muid an focal deiridh ag Rita Burtenshaw agus í ag machnamh ar an bpróiseas idir lámha. 'Mar chomhairleoir níor tháinig mé trasna ró mhinic ar ghrúpa chomh díograiseach, chomh tiomnaithe agus chomh díocasach. Tá seo le feiceáil i réimse agus sonraí na dtuairimí a tugadh. Ba cheart go mbeadh an soiléireacht bhreise, an comhtháthú, an dea-chleachtas agus pleanáil a d'aithin an t-athbhreithniú a theastaíonn, le feiceáil mar thoradh nádúrtha ar an leibhéal gníomhaíochta nuálaíoch agus cruthaíoch seo. Tá sé riachtanach go sárófaí an dúshlán chun an leas is fearr a bhaint as an obair iontach atá déanta ag na páirtithe uilig go dtí seo.'

Aguisín 1

Feidhmiú OSPS

Suirbhé Scoile a rinne Seirbhís Tacaíochta OSPS (Earrach 2004)

Ráta Freagartha 79%

Gach Scoil	Iú Bliain %	2ú Bliain %	3ú Bliain %
Amchlár OSPS	96	70	52
OCG mar chuid de OSPS	79	60	42

Aguisín 2

In Earrach/Samhradh 2004, chuaigh foirne OSPS i gcomhairle leathan le baill pobail scoile chun a ndearcadh faoi OSPS a fháil. Seo roinnt freagraí:

Scoláirí:

Roinnt de na tuairimí: ‘déanann sé difríocht i do shaol’; ‘an chaoi a gcuireann muid muid féin i láthair gan daoine a bheith ag gáire fuínn’; ‘Ba dheas tuairimí maithe a thabhairt do dhaoine’; níl aon scrúduithe, níos compordaí agus sócúlach’; ‘Is fuíinne an OSPS’;

Áirithe sa chomhairle don mhúinteoir OSPS: Éist, baineann meas leis an dá thaobh ; mínigh an rud atá tú ag déanamh; admháil an rud nach eol duit.

Na gnéithe nár thaitin leo: níl ach rang amháin sa tseachtain; easpa dúshláin; daoine glóracha ag cur isteach ar an rang; ceisteanna le freagairt.

Príomhoidí:

Áirithe ar na gnéithe a bhí ag obair go maith: dearcadh dearfach múinteoirí agus scoláirí; feabhsaíonn oiliúint OSPS caighdeán OSPS sa scoil; atmaisféar níos fearr sa scoil.

Gnéithe a bhfuil deacracht leo: srianta amchláir; easpa múinteoirí fireann; am ranga ró-ghearr; am ullmhúcháin.

Comhordaitheoirí OSPS:

Gnéithe den phost a mbaintear taitneamh astu: oideachas iomlánaíoch; ábhar an chlár; ag cur aithne ar go leor scoláirí; idirghníomhaíocht le múinteoirí.

Cúiseanna imní: am pleanála; níl meas ag an bhfoireann ar OSPS; iallach ar mhúinteoirí é a mhúineadh gan oiliúint OSPS; ranganna móra.

Múinteoirí OSPS:

Gnéithe a bhfuil meas orthu: machnamh agus plé ar ghnéithe saolta; níos tréadaigh, níos pearsanta agus níl sé chomh hacadúil; baineann scoláirí taitneamh as; baint phearsanta níos mó agus éilítheacht ann; tá go leor tacaíochta sa chóras inseirbhíse.

Cúiseanna imní: feiceann scoláirí mar rang spraoi é; roinnt scoláirí i gceannas; gá le bainistiú ama; teastaíonn uasghrádú ar ábhair.